WELLESLEY COLLEGE BULLETIN

CATALOGUE NUMBER 1952-1953

WELLESLEY, MASSACHUSETTS

Visitors to the College are welcome, and student guides are available. The administrative offices in Green Hall are open Monday through Friday from 8:30 A.M. to 5:00 P.M.

The Board of Admission office is open also on Saturday mornings during the college year. Visitors to this office are advised to write in advance for an appointment, and are requested to plan their visits for times other than the month of April, when the Board meets to select the entering class.

CATALOGUE NUMBER OF THE

WELLESLEY COLLEGE BULLETIN

OCTOBER 20, 1952

Bulletins published seven times a year by Wellesley College, Wellesley, Massachusetts. April, three; September one; October, two; November, one. Entered as second-class matter, February 12, 1912, at the Post Office at Wellesley, Massachusetts, under the Act of July 16, 1894. Additional entry at Concord, N. H.

Volume 42 Number 2

DIRECTIONS FOR CORRESPONDENCE

In the list below are the administrative officers to whom inquiries of various types should be sent. The post office address is Wellesley 81, Massachusetts.

General Policy of the College
The President of Wellesley College

Admission of Undergraduates
The Director of Admission

Applications for Readmission
The Recorder

Admission of Graduate Students
The Chairman of the Committee on Graduate Instruction

Inquiries Concerning Dormitories and Social Regulations
The Director of Residence

Payment of College Bills
The Assistant Treasurer (Checks should be made payable to Wellesley College)

Scholarships
The Dean of Students

Academic Work of Students
The Class Dean

Requests for Transcripts of Records
The Recorder

Alumnae and Undergraduate Employment
The Director of the Placement Office

Requests for Catalogues
The Information Bureau

Alumnae Affairs
The Executive Secretary of the Alumnae Association

TABLE OF CONTENTS

	PAGE
CALENDAR	4
BOARD OF TRUSTEES	5
FACULTY AND ADMINISTRATION	6
Committees	18
WELLESLEY— TODAY AND YESTERDAY	20
BUILDINGS	24
ADMISSION	27
To the Freshman Class	27
To Advanced Standing	30
Of Foreign Students	31
Of Candidates for Master's Degree	31
DEGREES:	
Requirements for B.A. Degree	33
Requirements for Master's Degrees	42
COURSES OF INSTRUCTION:	
Art	43
Astronomy	48
Biblical History	49
Botany	52
Chemistry	57
Economics	61
Education	65
English	68
French	75
Geology and Geography	80
German	85
COURSES OF INSTRUCTION—*Cont.*	
Greek	88
History	89
Hygiene and Physical Education	96
Interdepartmental Courses	103
Italian	103
Latin	106
Mathematics	108
Music	110
Philosophy	114
Physics	117
Political Science	120
Psychology	124
Russian	127
Sociology and Anthropology	128
Spanish	132
Speech	135
Zoölogy and Physiology	137
Interdepartmental Honors Programs	141
Interdepartmental Majors	142
EXPENSES	145
ACADEMIC AWARDS	147
SCHOLARSHIPS	147
SUMMARY OF STUDENTS	150
ALUMNAE ACQUAINTANCESHIP CHAIRMEN	151
INDEX	155

CALENDAR

Academic Year 1952–1953

First Semester

Registration of new students, 9 A.M. to 10:30 P.M.
Wednesday, September 24

Registration closes for all other students, 11:00 P.M.
Friday, September 26

Classes begin . . . . . Monday, September 29

Thanksgiving recess { from 4:15 P.M. . Wednesday, November 26
to 1:00 A.M. . . Monday, December 1

Christmas recess { from 3:15 P.M. . . Thursday, December 18
to 1:00 A.M. . . . Friday, January 9

Examinations { from . . . . . Monday, February 2
through . . . Wednesday, February 11

Second Semester

Classes begin . . . . . Monday, February 16

Spring recess { from 12:15 P.M. . . . Saturday, April 4
to 1:00 A.M. . . . . Wednesday, April 15

Examinations { from . . . . . Tuesday, June 2
through . . . . Thursday, June 11

Commencement . . . . . Monday, June 15

Academic Year 1953–1954

First Semester

Registration of new students, 9 A.M. to 10:30 P.M.
Wednesday, September 23

Registration closes for all other students, 11:00 P.M.
Friday, September 25

Classes begin . . . . . Monday, September 28

Thanksgiving recess { from 4:15 P.M. . Wednesday, November 25
to 1:00 A.M. . . Monday, November 30

Christmas recess { from 3:15 P.M. . . Thursday, December 17
to 1:00 A.M. . . . Friday, January 8

Examinations { from . . . . . Monday, February 1
through . . . Wednesday, February 10

Second Semester

Classes begin . . . . . Monday, February 15

Spring recess { from 12:15 P.M. . . . Saturday, April 3
to 1:00 A.M. . . . . Wednesday, April 14

Examinations { from . . . . . Tuesday, June 1
through . . . . Thursday, June 10

Commencement . . . . . Monday, June 14

BOARD OF TRUSTEES

PALFREY PERKINS, B.A., S.T.B., D.D. . . . . *Boston*
Chairman of the Board

EDWARD A. WEEKS, JR., B.S., LITT.D. . . . . *Boston*
Vice Chairman

HARVEY HOLLISTER BUNDY, B.A., LL.B. . . . . *Boston*
MARIE RAHR HAFFENREFFER, B.A., LL.D. . . . *Brookline*
REGINALD FITZ, B.A., M.D., S.D., LL.D. . . . *Brookline*
DOROTHY BRIDGMAN ROOD, B.A., LITT.D. . . *Minneapolis, Minn.*
CHARLES CODMAN CABOT, B.A., LL.B. . . . . *Dover*
O. KELLEY ANDERSON, B.A., M.B.A. . . . . *Boston*
HAROLD HITZ BURTON, B.A., LL.B., LL.D., L.H.D. . *Washington, D. C.*
W. HOWARD CHASE, B.A. . . . . *Ho-Ho-Kus, N. J.*
JOHN CHARLES SCHROEDER, B.S., D.D., LITT.D. . . *New Haven, Conn.*
EDWARD LIVINGSTON BIGELOW, B.A. . . . *Chestnut Hill*
JOHN SLOAN DICKEY, B.A., LL.B., LL.D. . . . *Hanover, N. H.*
ELISABETH LUCE MOORE, B.A., LITT.D. . . . *New York, N. Y.*
ELIZABETH KING MOREY, M.A. . . . . *New York, N. Y.*
JAMES LAWRENCE, JR., B.A. . . . . *Brookline*
SIRARPIE DER NERSESSIAN, DOCTEUR ÉS LETTRES . *Washington, D. C.*
ELEANOR WALLACE ALLEN, B.A. . . . . *Boston*
JACOB JOSEPH KAPLAN, B.A., LL.B. . . . . *Scituate*
KATHARINE TIMBERMAN WRIGHT, B.A. . . . *Columbus, Ohio*
ALEXANDER COCHRANE FORBES, B.A. . . . . *Needham*
CHAILLE CAGE THOMPSON, M.A. . . . . *Houston, Tex.*
BYRON KAUFFMAN ELLIOTT, B.A., LL.B. . . . . *Needham*
MARY COOPER JEWETT, B.A., LL.D. . . . . *Spokane, Wash.*
JEANNETTE JOHNSON DEMPSEY, B.A. . . . *Cleveland, Ohio*
CYNTHIA DUDLEY POST, B.A. . . . . *Wellesley*

MARGARET CLAPP, PH.D., LL.D., *ex officio* . . . . *Wellesley*
President of Wellesley College

HENRY AUSTIN WOOD, JR., B.A., M.B.A., *ex officio* . . *Belmont*
Treasurer of Wellesley College

THE FACULTY AND ADMINISTRATION

Mary Alice Willcox, ph.d., *Professor of Zoölogy, Emeritus*

Mary Sophia Case, m.a., *Professor of Philosophy, Emeritus*

Vida Dutton Scudder, m.a., l.h.d., *Professor of English Literature, Emeritus*

Charlotte Almira Bragg, b.s., *Professor of Chemistry, Emeritus*

Margaret Pollock Sherwood, ph.d., l.h.d., *Professor of English Literature, Emeritus*

Alice Walton, ph.d., *Professor of Latin and Archaeology, Emeritus*

Laura Emma Lockwood, ph.d., *Professor of English Language and Literature, Emeritus*

Olive Dutcher Doggett, m.a., b.d., *Professor of Biblical History, Emeritus*

Caroline Rebecca Fletcher, m.a., *Professor of Latin, Emeritus*

Grace Evangeline Davis, m.a., *Associate Professor of Physics, Emeritus*

Alice Huntington Bushee, m.a., *Professor of Spanish, Emeritus*

Marian Elizabeth Hubbard, b.s., *Professor of Zoölogy, Emeritus*

Ethel Dane Roberts, b.a., b.l.s., *Librarian, Emeritus*

Julia Eleanor Moody, ph.d., *Professor of Zoölogy, Emeritus*

Myrtilla Avery, ph.d., *Professor of Art, Emeritus*

Arthur Orlo Norton, m.a., *Professor of the History and Principles of Education, Emeritus*

Edna Virginia Moffett, ph.d., *Professor of History, Emeritus*

Laetitia Morris Snow, ph.d., *Professor of Botany, Emeritus*

Josephine Harding Batchelder, m.a., *Associate Professor of English Composition, Emeritus*

Antoinette Brigham Putnam Metcalf, m.a., *Associate Librarian, Emeritus*

Mary Jean Lanier, ph.d., *Professor of Geology and Geography, Emeritus*

Anna Bertha Miller, ph.d., *Professor of Latin, Emeritus*

Alice Ida Perry Wood, ph.d., *Associate Professor of English Literature, Emeritus*

Alfred Dwight Sheffield, m.a., *Professor of Group Leadership and English Composition, Emeritus*

Mabel Minerva Young, ph.d., *Professor of Mathematics, Emeritus*

Seal Thompson, m.a., *Professor of Biblical History, Emeritus*

Elisabeth Hodder, ph.d., *Professor of History, Emeritus*

Annie Kimball Tuell, ph.d., *Professor of English Literature, Emeritus*

Martha Hale Shackford, ph.d., *Professor of English Literature, Emeritus*

Barnette Miller, ph.d., *Professor of History, Emeritus*

Agnes Frances Perkins, m.a., m.s., *Professor of English Composition, Emeritus*

BERTHA MONICA STEARNS, M.A., *Professor of English Literature, Emeritus*
LILLA WEED, M.A., *Associate, Librarian, Emeritus*
MARY CROSS EWING, B.A., *Dean of Residence, Emeritus*
LOUISE SHERWOOD MCDOWELL, PH.D., *Professor of Physics, Emeritus*
EDITH WINIFRED MOSES, M.A., *Associate Professor of Speech, Emeritus*
HELEN SARD HUGHES, PH.D., *Professor of English Literature, Emeritus*
KATY BOYD GEORGE, M.A., *Associate Professor of Biblical History, Emeritus*
MURIEL STREIBERT CURTIS, B.A., B.D., *Professor of Biblical History, Emeritus*
ELIZABETH DONNAN, B.A., *Professor of Economics, Emeritus*
MARY AMERMAN GRIGGS, PH.D., *Professor of Chemistry, Emeritus*
JOHN CHARLES DUNCAN, PH.D.,
Professor of Astronomy and Director of the Whitin Observatory, Emeritus
HELEN SOMERSBY FRENCH, PH.D., *Professor of Chemistry, Emeritus*
MARGARET ALGER HAYDEN, PH.D., *Professor of Zoölogy, Emeritus*
OLA ELIZABETH WINSLOW, PH.D., *Professor of English, Emeritus*
MARJORIE HENRY ILSLEY, DOCTEUR DE L'UNIVERSITÉ DE PARIS,
Professor of French, Emeritus
HOWARD EDWARD PULLING, PH.D., *Professor of Botany, Emeritus*
RUTH ELVIRA CLARK, LITT.D., *Professor of French, Emeritus*
THOMAS HAYES PROCTER, PH.D., *Professor of Philosophy, Emeritus*
GABRIELLA BOSANO, DOTTORE IN FILOLOGIA MODERNA, LITT.D.,
Professor of Italian, Emeritus
MARY BOSWORTH TREUDLEY, PH.D., *Professor of Sociology, Emeritus*
HEDWIG KOHN, PH.D., *Professor of Physics, Emeritus*
GRACE ELIZABETH HOWARD, PH.D., *Associate Professor of Botany, Emeritus*

THE FACULTY

(Listed by rank and in order of appointment within each rank)

EDWARD ELY CURTIS, PH.D., *Ralph Emerson Professor of North American History*
LOUISE PETTIBONE SMITH, PH.D., *John Stewart Kennedy Professor of Biblical History*
JUDITH BLOW WILLIAMS, PH.D.,
Alice Freeman Palmer Professor of History and Louise S. McDowell Scholar
LUCY WILSON, PH.D.,
Sarah Frances Whiting Professor of Physics, and Dean of Students
MICHAEL JACOB ZIGLER, PH.D., *Professor of Psychology*
KATHARINE CANBY BALDERSTON, PH.D.,
Martha Hale Shackford Professor of English
LOUISE OVERACKER, PH.D., *Elizabeth Kimball Kendall Professor of Political Science*

EDITH CHRISTINA JOHNSON, PH.D., *Sophie Chantal Hart Professor of English*

HOWARD HINNERS, B.A., *Caroline Hazard Professor of Music*

RUTH ELLIOTT, PH.D., *Mary Hemenway Professor of Hygiene and Physical Education and Director of the Department*

ANDRÉE BRUEL, DOCTEUR DE L'UNIVERSITÉ DE PARIS, *Professor of French*

ELLA KEATS WHITING, PH.D., *Professor English, and Dean of Instruction*

LELAND HAMILTON JENKS, PH.D., *Professor of Sociology*

MARY LOWELL COOLIDGE, PH.D., *Professor of Philosophy*

MARIANNE THALMANN, PH.D., *Professor of German*

EDNA HEIDBREDER, PH.D., *Professor of Psychology*

MARION ELIZABETH STARK, PH.D., *Lewis Atterbury Stimson Professor of Mathematics*

HELEN HULL LAW, PH.D., *Ellen A. Kendall Professor of Greek*

HARRIET CUTLER WATERMAN, PH.D., *Professor of Zoölogy*

GLADYS KATHRYN MCCOSH, PH.D., *Professor of Zoölogy*

GRACE ETHEL HAWK, B.LITT.OXON., *Katharine Lee Bates Professor of English*

ALICE HALL ARMSTRONG, PH.D., *Louise Sherwood McDowell Professor of Physics*

JORGE GUILLÉN, DOCTOR EN LETRAS, CATEDRÁTICO DE UNIVERSIDAD, *Helen F. Sanborn Professor of Spanish*

ADA MAY COE, M.A., *Professor of Spanish*

LAWRENCE SMITH, M.A., *Stephen Greene Professor of Economics*

HELEN THAYER JONES, PH.D., *Charlotte Fitch Roberts Professor of Chemistry*

LUCY WINSOR KILLOUGH, PH.D., *A. Barton Hepburn Professor of Economics*

DOROTHY MAE ROBATHAN, PH.D., *Professor of Latin*

M. MARGARET BALL, PH.D., *Professor of Political Science*

WALTER EDWARDS HOUGHTON[1], PH.D., *Professor of English*

BERNARD CHAPMAN HEYL[2], M.F.A., *Clara Bertram Kimball Professor of Art*

FLORENCE LOUISE KING, M.S., *Librarian*

DOROTHY WARNER DENNIS, B.A., DIPL.E.U., *Professor of French*

ANGELINE LAPIANA, DOTTORE IN LETTERE, *Professor of Italian*

EVA ELIZABETH JONES, PH.D., *Professor of Zoölogy*

FRANÇOISE RUET LIVINGSTON, M.A., AGRÉGÉE DE L'UNIVERSITÉ, *Professor of French*

BARBARA PHILIPPA MCCARTHY, PH.D., *Professor of Greek*

EVELYN FAYE WILSON, PH.D., *Professor of History*

HUBERT WELDON LAMB, B.A., *Professor of Music*

[1] Absent on leave.
[2] Absent on leave for the first semester.

LOUISE KINGSLEY, PH.D., *Professor of Geology*
HELEN GERTRUDE RUSSELL, PH.D., *Professor of Mathematics*
MARGARET ELIZABETH TAYLOR, PH.D., *Professor of Latin*
MARY LELLAH AUSTIN, PH.D., *Professor of Zoölogy*
HARRIET BALDWIN CREIGHTON[1], PH.D., *Professor of Botany*
EDITH MELCHER, PH.D., *Professor of French*
JOHN MCANDREW[3], M.ARCH., *Professor of Art*

ELIZABETH BEALL, PH.D., *Associate Professor of Hygiene and Physical Education*
EDITH BRANDT MALLORY, PH.D., *Associate Professor of Psychology*
DOROTHY HEYWORTH[3], PH.D., *Associate Professor of Physics*
AGNES ANNE ABBOT, *Associate Professor of Art*
EMMA MARSHALL DENKINGER, PH.D., *Associate Professor of English*
HELEN JOY SLEEPER, M.A., MUS.B., *Research Librarian in Music*
MAGDALENE SCHINDELIN, PH.D., *Associate Professor of German*
MARGARET MARION BOYCE, M.A., M.S., *Research Librarian*
HANNAH DUSTIN FRENCH[2], M.S., *Research Librarian*
LOUISE PALMER WILSON, PH.D., *Associate Professor of Zoölogy*
M. ELEANOR PRENTISS, M.A., *Associate Professor of English*
PHILIPPA GARTH GILCHRIST[1], PH.D., *Associate Professor of Chemistry*
ADA ROBERTA HALL, PH.D., *Associate Professor of Physiology*
BARBARA SALDITT, PH.D., *Associate Professor of German*
CHARLES WILLIAM KERBY-MILLER, PH.D., *Associate Professor of English*
HENRY FREDERICK SCHWARZ, PH.D., *Associate Professor of History*
VIRGINIA ONDERDONK, B.A., *Associate Professor of Philosophy*
DELAPHINE GRACE ROSA WYCKOFF, PH.D., *Associate Professor of Botany*
CHARLOTTE ELIZABETH GOODFELLOW, PH.D., *Associate Professor of Latin and History*
ELIZABETH EISELEN, PH.D., *Associate Professor of Geology and Geography*
ANITA OYARZÁBAL[2], M.A., *Associate Professor of Spanish*
CÉCILE DE BANKE, *Associate Professor of Speech*
MARY RUTH MICHAEL[3], PH.D., *Associate Professor of English*
EVELYN KENDRICK WELLS, M.A., *Associate Professor of English*
JUSTINA RUIZ-DE-CONDE[1], PH.D., *Associate Professor of Spanish*
ERNEST RENÉ LACHEMAN[3], B.D., PH.D., *Associate Professor of Biblical History*

[1] Absent on leave.
[2] Absent on leave for the first semester.
[3] Absent on leave for the second semester.

JAN LA RUE, M.F.A., *Associate Professor of Music*
WACLAW JEDRZEJEWICZ, *Associate Professor of Russian*
BEATRICE MAE QUARTZ, M.A.L.S., *Librarian in Charge of Technical Services*
KATHARINE FULLER WELLS, PH.D., *Associate Professor of Hygiene and Physical Education*
SYDNEY JOSEPH FREEDBERG, PH.D., *Associate Professor of Art*
HERBERT MORRISON GALE, S.T.B., PH.D., *Associate Professor of Biblical History*
JEANNETTE BARRY LANE, PH.B., *Associate Professor of Speech*
MARGARET KINGMAN SEIKEL, PH.D., *Associate Professor of Chemistry*
OWEN SCOTT STRATTON, PH.D., *Associate Professor of Political Science*
BARTLETT HICKS STOODLEY, PH.D., *Associate Professor of Sociology*
ELINOR MARIE SCHROEDER, PH.D., *Associate Professor of Hygiene and Physical Education*
ISABELLA MCLAUGHLIN STEPHENS[1], M.A., *Associate Professor of Education*
RICHARD VERNON CLEMENCE, PH.D., *Associate Professor of Economics*
ALONA ELIZABETH EVANS, PH.D., *Associate Professor of Political Science*
FERDINAND JOSEPH DENBEAUX, S.T.M., B.D., *Associate Professor of Biblical History*
THELMA GORFINKLE ALPER, PH.D., *Associate Professor of Psychology*

MARION ISABEL COOK, M.A., *Assistant Professor of Hygiene and Physical Education*
ROBERTA MARGARET GRAHAME, PH.D., *Assistant Professor of English*
KATHERINE LEVER, PH.D., *Assistant Professor of English*
MARY LUCETTA MOWRY, B.D., PH.D., *Assistant Professor of Biblical History*
JOHN HEWITT MITCHELL, PH.D., *Assistant Professor of History*
HELEN MOORE LAWS, B.A., B.L.S., *Head Cataloguer in the Library*
VIRGINIA ROGERS MILLER, M.A., *Assistant Professor of Speech*
ELIZABETH HOLMES FRISCH, *Assistant Professor of Art*
SYLVIA LEAH BERKMAN[1], PH.D., *Assistant Professor of English*
JOSEPH THISTLE LAMBIE, PH.D., *Assistant Professor of Economics*
PHYLLIDA MAVE WILLIS, PH.D., *Assistant Professor of Chemistry*
MARY ELLEN GOODMAN, PH.D., *Assistant Professor of Sociology*
MARY DOYLE CURRAN, PH.D., *Assistant Professor of English*
TERESA GRACE FRISCH, PH.D., *Assistant Professor of Art, and Dean of the Class of 1955*
VIRGINIA FLEMING PRETTYMAN, PH.D., *Assistant Professor of English*
EDWARD VOSE GULICK, PH.D., *Assistant Professor of History*

[1] Absent on leave.

HELEN STORM CORSA, PH.D., *Assistant Professor of English*
JANET BROWN GUERNSEY, M.A., *Assistant Professor of Physics*
RHODA GARRISON, PH.D., *Assistant Professor of Botany*
ELLEN STONE HARING, M.A., *Assistant Professor of Philosophy*
JOSEPH LEWIS SULLIVAN, M.A., *Assistant Professor of History*
DIETHER THIMME, *Assistant Professor of Art*
VIRGINIA MAYO FISKE, PH.D., *Assistant Professor of Zoölogy*
JOHN FRANKLIN HERSH, M.A., *Assistant Professor of Physics*
EVELYN KATHRYN DILLON, PH.D., *Assistant Professor of Hygiene and Physical Education*
SEYMOUR BETSKY, PH.D., *Assistant Professor of English*
ANNE MONTGOMERY WOODWARD, B.A., M.S., *Assistant to the Librarian*
JEAN VEGHTE CRAWFORD, PH.D., *Assistant Professor of Chemistry*
RENÉ MARIE GALAND, PH.D., *Assistant Professor of French*
PIERRE EMILE DEGUISE, AGRÉGÉ DE L'UNIVERSITÉ, *Assistant Professor of French*
LUCINDA MOLES, PH.D., *Assistant Professor of Spanish*
HILDA ROSENBLOOM[5], M.A., *Assistant Professor of Economics*
PATRICK FRANCIS QUINN, M.A., *Assistant Professor of English*
PHILLIP LEONARD SIROTKIN, PH.D., *Assistant Professor of Political Science*
CAROLYN SHAW SOLO, PH.D. (LOND.), *Assistant Professor of Economics*
GRAZIA AVITABILE, PH.D., *Assistant Professor of Italian*
MARION HOPE HAMILTON, PH.D., *Assistant Professor of English*
SARAH JEANNETTE HILL, PH.D., *Assistant Professor of Astronomy*
RALPH SPIELMAN, M.A., *Assistant Professor of Sociology*
EMILY TOWER WOLFF, PH.D., *Assistant Professor of Botany*

RUTH FORD CATLIN. *Librarian of the Science Libraries*
DAVID BARNETT, B.A., *Instructor in Piano*
ARNOLD GEISSBUHLER[4], *Instructor in Art*
IOLA CORLISS SCHEUFELE, *Administrative Assistant, Acquisitions Department of the Library*
ALFRED ZIGHERA, *Instructor in Violoncello*
WINIFRED ST. JOHN HENNIG, B.S., *Cataloguer in the Library*
MELVILLE SMITH, B.A., *Instructor in Organ*
ALICE BIRMINGHAM COLBURN, M.A., *Instructor in History*
JEAN KNAPP MARSH, M.A., *Instructor in Hygiene and Physical Education*

[4] Appointed for the first semester only.
[5] Appointed for the first semester only.

ELEANOR ADAMS, B.S., *Cataloguer in the Library*
MARION ELIZABETH KANALY, B.A., B.L.S., *Assistant Reference Librarian*
ROBERTA A. STEWART, PH.D., *Instructor in Chemistry*
BEVERLY JOSEPH LAYMAN[5], M.A., *Instructor in English*
NATALIE ELIZABETH PARK, M.A., *Instructor in Art*
HUGH STEWART BARBOUR, B.D., PH.D., *Instructor in Biblical History*
BEVERLY ANNE BULLEN, M.S., *Instructor in Hygiene and Physical Education*
JUSTINE DEXTER DYER, M.A., *Instructor in English*
THEODOR MARCUS MAUCH, B.D., S.T.M., *Instructor in Biblical History*
IRENE RITA PIERCE, PH.D., *Instructor in Psychology*
NATHANIEL WALKER ROE, B.A., *Instructor in Philosophy*
MARIAN KINNAIRD SOLLEDER, M.A., *Instructor in Hygiene and Physical Education*
ELIZABETH MARIE COCK, M.S., *Circulation Librarian*
IRENE MARY KAVANAUGH, M.S., *Serials Cataloguer in the Library*
KLAUS GOETZE, *Instructor in Piano*
PAUL MATTHEN, B.A., *Instructor in Voice*
WYNIFRED EVELYN EAVES LEMAITRE, B.A., B.L.S., *Cataloguer in the Library*
ELIZABETH NORFLEET KING, M.A., *Instructor in Zoölogy and Physiology*
EVELYN CLAIRE BARRY, M.A., *Instructor in Music*
HARRY MERWYN BUCK, JR., B.A., B.D., *Instructor in Biblical History*
PATRICIA EGAN, M.A., *Instructor in Art*
MANUELA SÁNCHEZ ESCAMILLA, M.ED., *Instructor in Spanish*
ROBERT ERWIN GARIS, M.A., *Instructor in English*
MARGARET BARKLEY HEASLIP[5], PH.D., *Instructor in Botany*
ELIZABETH KEITH OLMSTEAD, B.A., M.L.S., *Circulation Librarian*
KATHARINE TRYON, M.S., *Instructor in Botany*
JACK RICHARD VILLMOW, M.S., *Instructor in Geology and Geography*
IRENE MARY ZUCK, M.S., *Instructor in Botany*
MARGARET TORBERT DUESENBERRY, M.A., *Instructor in Violin and Director of the Orchestra and Chamber Music*
ROSE LAUB COSER, M.A., *Instructor in Sociology*
DOROTHEA WARD HARVEY, B.A., B.D., *Instructor in Biblical History*
HENRY WHITNEY ALLEN, M.A., *Instructor in Geology*
FRANÇOISE BOREL, LIC. D'ANGLAIS, DIPL.E.S. *Instructor in French*
DOROTHEA MARIE BREDING, M.ED., *Instructor in Hygiene and Physical Education*
LILIANE JULIETTE FABRE, LIC. D'ANGLAIS, *Instructor in French*

[5] Appointed for the second semester only.

DAVID RUSSELL FERRY, M.A., *Instructor in English*
ISABEL WATT FULTON, PH.D., *Instructor in Botany*
ALEXANDER PAUL HARE, PH.D., *Instructor in Sociology*
THOMAS COLBORN MOSER, M.A., *Instructor in English*
PAULINE NEWMAN, DOCTEUR DE L'UNIVERSITÉ DE PARIS, *Instructor in French*
PAMELA HOPKINSON RICE, PH.D., *Instructor in Political Science*
HARRIETTE STRIPLING, DOCTEUR DE L'UNIVERSITÉ DE PARIS, *Instructor in French*
ROBERT GLENN TEMPLETON, M.A., *Instructor in Education*
ELEANOR RUDD WEBSTER, PH.D., *Instructor in Chemistry*
CYNTHIA LESTER, B.A., M.L.S., *Assistant Circulation Librarian*
NORTON TOWNSHEND DODGE[4], M.A., *Instructor in Economics*
UHENG KHOO[4], PH.D., *Instructor in Botany*
SANDRA PLETMAN ROSENBLUM, B.A., *Instructor in Music*
PATRICIA HOCHSCHILD, M.A., *Instructor in History*
MARY ELKINS MOLLER[4], M.A., *Instructor in English*
RUTH POSSELT BURGIN, *Instructor in Violin*
ANN UEBELACKER DONALD, B.A., *Instructor in Art*
CONSTANCE BRICKETT BRUZELIUS[4], M.A., *Instructor in English*
HELEN HAMILTON WHEELWRIGHT[4], B.A., *Instructor in Art*

LECTURERS

RUSSELL GIBSON[4], PH.D., *Lecturer in Geology*
MARGARET ELLIOTT HOUCK, M.S., *Curator of the Museum and Lecturer in Zoölogy*
MYRTLE AGNES STUNTZNER, M.A., *Lecturer in Education, and Director of the Page Memorial School*
CAROL MARY ROEHM, B.A., *Lecturer in Spanish, and Foreign Student Adviser*
ANNE CUTTING JONES, PH.D., *Lecturer in French*
PHYLLIS PRAY BOBER, PH.D., *Lecturer in Art*
JEAN GLASSCOCK, M.A., *Lecturer in English, and Director of Publicity*
JEANETTE MCPHERRIN, M.A., *Lecturer in French, and Dean of Freshmen*
GERMAINE LAFEUILLE, AGRÉGÉE DE L'UNIVERSITÉ, PH.D., *Lecturer in French*
CHARLES REEVE SHACKFORD, B.A., M.M., *Lecturer in Music and Director of the Choir*
HENRY CHARLES BORGER, JR., M.A., *Lecturer in Education*
ESTHER PASTENE EDWARDS, M.A., *Lecturer in Education*
HEINRICH SCHWARZ[4], PH.D., *Lecturer in Art*
NORMAN ASHTON, M.F.A., *Director of the Theater*
ESTELLE FASOLINO INGENITO, PH.D., *Lecturer in Chemistry*

[4] Appointed for the first semester only.

SPECIAL LECTURERS IN THE DEPARTMENT OF HYGIENE AND PHYSICAL EDUCATION

ANDREW R. MACAUSLAND, M.D.
SAMUEL R. MEAKER, M.D.
CLIFFORD L. DERICK, M.D.
BRITTON F. BOUGHNER, B.P.E.

ANNE L. PAGE MEMORIAL SCHOOL

MYRTLE AGNES STUNTZNER, M.A., *Director*
ANNA ALDEN KINGMAN, B.A., ED.M., *Teacher*
JANET ANDERSON MORAN, B.A., *Teacher*
BARBARA MILDRAM, B.A., *Teacher*
LOUISE MARIE BUTLER, B.S., *Teacher*
MIRIAM THOMAS MEEHAN, B.A., *Teacher*
MARY GANOE SILSBY, M.A., *Teacher*
BEATRICE K. STELLE, *Secretary*

OFFICERS OF EDUCATIONAL ADMINISTRATION

MARGARET CLAPP, PH.D., LL.D., *President*
ELLA KEATS WHITING, PH.D., *Dean of Instruction, and Professor of English*
LUCY WILSON, PH.D., *Dean of Students, and Professor of Physics*
VIRGINIA MAYO FISKE, PH.D., *Dean of the Class of 1953, and Assistant Professor of Zoölogy*
TERESA GRACE FRISCH, PH.D., *Dean of the Class of 1955, and Assistant Professor of Art*
JEANETTE MCPHERRIN, M.A., *Dean of Freshmen, and Lecturer in French*
MARION GOULD COTTON, M.A., *Director of Residence*
KATHLEEN ELLIOTT, B.A., *Recorder*
CAROL MARY ROEHM, B.A., *Foreign Student Adviser, Director of Chapel, and Lecturer in Spanish*

OFFICERS OF GENERAL ADMINISTRATION

MARGARET CLAPP, PH.D., LL.D., *President*
HENRY AUSTIN WOOD, JR., B.A., M.B.A., *Treasurer*
MARY EVANS CHASE, B.S., . *Executive Vice President and Director of Admission*
IRWIN KENNETH FRENCH, *Business Manager*
MARY ELLEN CRAWFORD AMES, B.A., *Director of the Personnel Office*
ELINOR ANDERSON, B.A., *Executive Secretary of the Development Fund*

JOAN FISS BISHOP, M.A., *Director of the Placement Office*
PHILIP VANNEVAR BURT, B.S., *Purchasing Agent*
MAERICE ELIZABETH CAPEN, B.S., *Dietitian*
MARGERY SOMERS FOSTER, B.A., *Administrative Representative*
JEAN GLASSCOCK, M.A., *Director of Publicity, and Lecturer in English*
DONALD WATSON HEIGHT, B.S., *Assistant Treasurer and Controller*
FREDERICK JOHN HOLM, B.A., *Superintendent of Buildings and Grounds*

ADMINISTRATIVE STAFF

HELEN BATES ANDERSON, B.S., *Assistant in the Personnel Office*
CATHARINE BOGERT BUTCHMAN, B.A., *Assistant in the Office of the Development Fund*
MARY RAYNE BYERS, B.A., *Placement Counselor in the Placement Office*
WARREN ANDREWS DODGE, *Assistant to the Treasurer*
VIVIEN KINGSFORD DOWST, *Secretary in the Infirmary*
VIRGINIA PHILLIPS EDDY, B.A., *Secretary to the President*
ESTHER GOULD, B.A., *Assistant to the Executive Secretary of the Development Fund*
DORIS KIRKHAM GRANT, *Assistant to the Director of Admission*
MARION KENNISTON GRANT, *Assistant Secretary to the Deans*
MARION JOHNSON, B.A., *Secretary to the Deans*
ALTA DENSMORE KEMPTON, MUS.B., *Placement Counselor in the Placement Office*
MARION LEWIS, B.A., *Assistant Recorder*
JOAN STOCKBRIDGE NORTON, B.A., *Assistant to the Director of Admission*
GWENYTH MORGAN RHOME, M.A., *Supervisor of the Development Fund Records Office*
BARBARA MAYNARD TWOMBLY, B.A., *Manager of the Information Bureau*
RHODA ZIEGLER, B.A., *Manager of the Multigraph Office*

PHYSICIANS

ELIZABETH LOUISE BROYLES, M.D., *Resident Physician*
EDNA RUTH BREITWIESER, M.D., *Associate Physician*
MARGARET RIOCH ANTHONISEN, M.D., *Consultant in Mental Hygiene*
GRACE EVELYN WILDER, M.D., *Assistant Resident Physician*

HEADS OF HOUSES

SOPHIE AGNES ROCHE, M.A., *Head of Shafer Hall*
MILDRED CONRAD COMEGYS, B.A., *Head of Tower Court*

FRANCES MAY BEGGS, B.A., *Head of Claflin Hall, and Chairman of Special Functions*
MARGARET CULBERTSON MYERS, *Head of Severance Hall*
EMMA LEIGH RHETT, *Head of Beebe Hall*
HELEN FARR ROBERTSON, B.A., *Head of Munger Hall*
CLARA WACKENHUTH STOBAEUS, *Head of Cazenove Hall*
LOUISE DEIGLMAYR, M.A., *Director of Horton, Hallowell, Shepard Houses, and Cedar Lodge*
MADELYN WORTH GAMWELL, B.A., *Head of Navy House*
EUDORA SMITH SALE, *Head of Bates Hall*
DORIS WETHERBEE SCOTT, *Head of Freeman Hall*
ELLEN KALLMAN CARTER, *Head of Homestead House*
MARGARET BIGELOW ELDRED, *Head of Olive Davis Hall*
LOUISE REYNOLDS BRADNER, B.A., *Head of Pomeroy Hall*
MARGARET HOWE DRAKE, B.A., *Head of Stone Hall*
KATHARINE LINDSAY LIPPITT, B.A., *Head of Dower House*
PATRICIA ANN COX, B.A., *Assistant to Head of Tower Court*

DEPARTMENTAL SECRETARIES AND CUSTODIANS

LOIS IMBESCHEID AIKEN, *Secretary to the Departments of Economics and Sociology*
LORRAINE BERNICE ALEXANDER, *Secretary to the Department of Education*
PHYLLIS HENRY, B.A., *Assistant in the Department of Biblical History*
EMILY MAY HOPKINS, M.A., *Secretary and Custodian in the Department of Chemistry*
MARION DOROTHY JAQUES, B.A., *Registrar in the Department of Hygiene and Physical Education*
KATHLEEN MILLICENT LEAVITT, *Secretary and Custodian in the Department of Zoölogy and Physiology*
RUTH JOANN LEVINE, B.A., *Assistant in the Department of English*
JENNY MARCHI, *Secretary to the Department of Physics*
BETTY SCHAEFFER MARTIN, B.A., *Secretary and Custodian in the Department of Music*
ALICE CHURCHILL MOORE, *Secretary to the Art Department*
MARIAN RIDER ROBINSON, M.A., *Custodian of the Edith Hemenway Eustis Library*
KATHARINE CUTTING SEARS, B.A., *Assistant in the Department of History*
MARGARET MARSH STEELE, B.A., *Secretary and Custodian in the Department of Geology and Geography*
MILDRED L. THORNTON, *Secretary to the Department of French*
MARY HELEN VERDY, *Secretary to the Department of Psychology*
ANNA POWELL WALKER, *Secretary and Custodian in the Department of Botany*

ELIZABETH HILL WEATHERBY, M.A.,
Custodian of the Art Library and of Slides and Photographs

MARION WING, M.A., *Assistant in the Department of Political Science*

NATIONAL COMMITTEE OF THE DEVELOPMENT FUND

KATHARINE TIMBERMAN WRIGHT, B.A., *Chairman*

PHOEBE MILLS BROWN, B.A., *Chairman of Geographical Representatives*

CHARLOTTE HENZE DECKER, B.A., *Chairman of Class Representatives*

LOUISE SAUNDERS FRANCE, B.A., *Special Gifts*
and from the College, MARGARET CLAPP, ELINOR ANDERSON, MARY E. CHASE, MARGERY FOSTER, JEAN GLASSCOCK

OFFICERS OF THE ALUMNAE ASSOCIATION

MRS. FRANCIS H. EVANS, *President*
570 Westover Drive, N.W., Atlanta, Georgia

MRS. WALTER W. ALLEN, *First Vice-President*
155 Roxbury Road, Garden City, New York

MRS. FRANCIS G. SMITH, JR., *Second Vice-President*
1309 Popkins Lane, Alexandria, Virginia

MRS. JAMES C. SARGENT, *Secretary*
68 East End Avenue, New York, New York

MRS. E. NORMAN STAUB, *Treasurer*
110 Loring Road, Weston 93, Massachusetts

COMMITTEE CHAIRMEN

MRS. JOHN R. DECKER, *Class Representatives*
2136 Seminole Avenue, Detroit, Michigan

MRS. GORDON W. BRYANT, *Class Presidents*
176 West Street, Braintree 84, Massachusetts

MRS. JAMES R. KILLIAN, *Publications*
111 Memorial Drive, Cambridge, Massachusetts

MRS. PAUL W. BURKHOLDER, *Clubs*
21 West 46 Street, Indianapolis 8, Indiana

MRS. PAUL L. MANSFIELD, *Alumnae Secretary*
Wellesley College

MISS MARY C. LYONS, *Editor, Wellesley Alumnae Magazine*
Wellesley College

COMMITTEES OF THE ACADEMIC COUNCIL

The President is ex-officio a member of all committees of the Academic Council.

ADMINISTRATIVE BOARD: Dean Wilson (*Chairman*), Misses Dennis, Garrison, Prentiss; Mrs. Goodman, Mrs. Houck; Mr. Mitchell; and (*ex officiis*) the Director of Residence, the Class Deans, the Recorder, and a College Physician.

BOARD OF ADMISSION: Miss Chase (*Chairman*), Misses Eiselen, Hawk; Mrs. Wyckoff; Mr. Mitchell; and (*ex officiis*) the Dean of Freshmen, and the Dean of Students.

COMMITTEE ON CURRICULUM AND INSTRUCTION: Dean Whiting (*Chairman*), Misses Ball, E. E. Jones, Taylor; Mrs. Guernsey, Mrs. Killough; Mr. La Rue; and (*ex officio*) the Dean of Students.

COMMITTEE ON DISCIPLINE: President Clapp (*Chairman*), Mrs. Goodman; and (*ex officiis*) the Dean of Students and a Class Dean; and (*ex officiis* and non-voting) the Chief Justice of the Superior Court, and the Chairman of the House Presidents' Council.

COMMITTEE ON FACULTY APPOINTMENTS: President Clapp (*Chairman*), Misses McCarthy, Russell, Williams; Mrs. Killough, Mrs. Wilson; and (*ex officio*) the Dean of Instruction.

COMMITTEE ON THE FACULTY FELLOWSHIP AND RESEARCH AWARDS: President Clapp (*Chairman*), Misses Austin, Coolidge, Law; and (*ex officio*) the Dean of Instruction.

COMMITTEE ON FACULTY PUBLICATIONS: Dean Whiting (*Chairman*), Misses Armstrong, Boyce, Schindelin; Mrs. Curran; Mr. Schwarz.

COMMITTEE ON GRADUATE INSTRUCTION: Miss Robathan (*Chairman*), Misses Bruel, Evans (2nd sem.), Goodfellow, Stark, Waterman; Messrs. Lacheman (1st sem.), Schwarz; and (*ex officiis*) the Dean of Instruction, and the Director of the Department of Hygiene and Physical Education.

COMMITTEE ON GRADUATE SCHOLARSHIPS AND FELLOWSHIPS: Miss Waterman (*Chairman*), Miss Balderston; Mrs. Haring; Mr. Clemence.

LECTURE COMMITTEE: Mrs. Houck (*Chairman*), Miss McCarthy; Mr. Lambie; and two student representatives.

LIBRARY COMMITTEE: Mrs. Mallory (*Chairman*), Misses LaPiana, L. P. Smith, E. F. Wilson; Mr. Hinners; and (*ex officiis*) the Librarian; Misses Boyce, French, Quartz, Sleeper.

NOMINATING COMMITTEE: Miss Heidbreder (*Chairman*), Miss Robathan; Mrs. Wyckoff; Mr. Gale; and (*ex officio*) the Dean of Instruction.

COMMITTEE ON SCHOLARSHIPS: Dean Wilson (*Chairman*), Misses Coolidge, Onderdonk, Prettyman; Mrs. Wilson; and (*ex officiis*) the Class Deans, the Director of Residence, the Recorder, the Director of Admission, and the Adviser to Foreign Students.

COMMITTEE ON STUDENT RECORDS: Dean Wilson (*Chairman*), Misses Crawford, McCosh, Russell, K. F. Wells; Mr. Stratton; and (*ex officiis*) the Dean of Instruction, the Class Deans, and the Recorder.

REPRESENTATIVES ON JOINT COMMITTEES

ALUMNAE COUNCIL: Misses Coe, Melcher, Roehm; Mrs. Guernsey; Messrs. Barbour, Betsky, Jedrzejewicz, Stoodley, Thimme.

CHAPEL EXECUTIVE BOARD: Misses Coe, H. T. Jones; Mr. Mauch; and (*ex officio*) the Director of the Chapel.

CONFERENCE OF SEVEN COLLEGES: Miss Onderdonk; and the Dean of Instruction, by appointment of the President.

MAYLING SOONG EXECUTIVE COMMITTEE: Miss Evans (Chairman); Mr. Sullivan; and (*ex officio*) the Dean of Instruction.

THE SENATE OF THE COLLEGE GOVERNMENT ASSOCIATION: Misses Lever, Michael (1st sem.); Mrs. Colburn (2nd sem.); Mrs. Rhett; Mr. Gulick; and (*ex officio*) the Director of Residence (non-voting).

STUDENT ORGANIZATION FUND SUBCOMMITTEE: Miss Beall.

SERVICE ORGANIZATION: Miss F. L. King; Mr. Gulick.

SOCIAL SCHEDULE COMMITTEE: Miss Eiselen; Mrs. Miller; and (*ex officiis*) Mrs. Cotton; Miss Glasscock; Mrs. Twombly.

THE SUPERIOR COURT OF THE COLLEGE GOVERNMENT ASSOCIATION: Misses Evans, Roche; Mrs. Haring.

WELLESLEY—TODAY AND YESTERDAY

TODAY Wellesley College is a residential, liberal arts college for women to which each year come some 1,700 students from various cultural and economic backgrounds, from every part of the United States and some 25 or 30 foreign countries. The nearly 200 men and women who comprise the faculty have received their training in a great variety of universities in this country and abroad.

But what is now the college campus was originally intended to be the great country estate of the young son of Henry Fowle Durant, a brilliant and eminently successful Boston lawyer, and his wife. They had established a summer home in Wellesley in 1855 and, from time to time, bought more land, laid out avenues and planted them with trees, and decided where to locate young Harry's home.

Then in 1863 the boy for whom all this had been planned died at the age of eight. The grief-stricken father immediately abandoned his practice of law, and he and his wife began to think how they could best use their efforts and their fortune. Finally, after considering many possibilities, they decided to found a college that would "offer to young women opportunities for education equivalent to those usually provided in colleges for young men."

Since its founding in 1870 and opening in 1875, the appearance and the emphases of the College have changed in many respects, but through the years the essentials have remained the same.

In particular, the phraseology used to describe the purposes of the college has altered radically. Mr. Durant's was often fiery and evangelical—that of a man who had experienced a religious conversion. Ellen Fitz Pendleton, president from 1911 until 1936, with restraint and simplicity spoke of Wellesley's goal as educating "scholar-citizens." Mildred McAfee Horton (1936–49), who during World War II organized and served as the first director of the WAVES, once said, "Wellesley's 'ivory tower' has clear windows and outward swinging doors. From its windows students see a wide and profoundly interesting world. Through its doors they emerge to serve that world with faithful honesty and honest faith." Margaret Clapp, Wellesley's eighth and present president, has emphasized to students "knowledge and values as a resource, a method, a guide, and an incentive" for each individual.

But, across the years, the presidents, faculty, and students of Wellesley have wholeheartedly accepted and made a part of their daily lives the idea—and, in this case, the phrase—suggested by Mr. Durant as the college motto, "Not to be ministered unto but to minister."

So, too, many other emphases have persisted and, often, become

stronger. Among them is the conviction that the liberal arts are the best foundation for developing individual interests of breadth and depth. Among them, also, is the steady emphasis on the importance of the individual student. Most classes are small, permitting free discussion of ideas and enabling faculty members to know each one of their students and to be known by them. A class dean (who, in accordance with the Wellesley tradition and philosophy, also teaches and therefore is well aware of the student's academic problems and requirements) gives thoughtful, individual—though not obtrusive—guidance to each student. So, too, do her Head of House and her adviser in her major department, and the Placement Director, who provides information about vocational opportunities available during summer vacations as well as after graduation. Further evidence of the interest in individual students lies in the scholarship program which quietly helps approximately one-fourth of the students to finance an education at Wellesley.

Training to think independently and seek the truth objectively, to form one's own judgments after weighing all the evidence, has always been fostered at Wellesley, partly, again, by small discussion classes with free exchange of ideas, and partly by the laboratory method of teaching, which Mr. Durant was one of the first to recognize as essential. (For example, Wellesley was second only to Massachusetts Institute of Technology in establishing student laboratories in physics; in a later day, a combining of theory and practice in teaching the history of art has come to be known as "the Wellesley method.")

"Learning by doing," not only in classrooms and laboratories but through many extracurricular activities, has always been of prime importance. Through a wide variety of activities, students have an opportunity to find out where their interests and talents lie; because of the nearness to Boston, they can see or hear the best in music, art and the theater, and then, in their own organizations—such as the dramatic association, the college choir, the art club, radio—experiment with different media.

Responsible citizenship is a necessity, and experience in democratic community living is an integral part of a Wellesley education. Through College Government, students join with the faculty and administration in making the rules governing the community, and then each member is expected to abide by the rules which she has helped to make.

In the days of Alice Freeman Palmer, Wellesley's second president, the catalogue stated: "The College will be distinctly and positively Christian, but undenominational in its influence, discipline, and instruction." This continues to be true. For those who wish to attend, brief religious services are held daily in the Houghton Memorial Chapel,

and on Sundays well-known ministers of different denominations conduct the service.

The necessity for good health has been recognized since the early years of the College, when Mr. Durant imported from England some of the first tennis equipment brought to this country. For health and recreation purposes Wellesley today has excellent facilities—both indoors in the Recreation Building, with its swimming pool, badminton and squash courts, and outdoors on the 400-acre campus with its lake and golf course, tennis courts, and archery range and hockey fields. And Simpson Infirmary, staffed by the resident physician and her assistants, is a first-rate small hospital and clinic for students who require medical attention.

The campus itself, with its "towers and woods and lake," now as always fosters an appreciation of beauty. Yet Boston and Cambridge —which are much more accessible than formerly—are very near with their libraries and theaters, museums and concerts, their opportunities for social science field trips.

Fully realizing that learning is facilitated by good equipment, Wellesley has made every effort to secure efficient buildings and equipment. The science departments, for example, have exceptional facilities. The vivarium in the Zoölogy Department is one of three in the world to have both fresh and salt water animals; the greenhouses and the Hunnewell Arboretum offer exceptional advantages to students of botany; Pendleton Hall, headquarters for the Chemistry, Physics, and Psychology Departments, contains apparatus and laboratories unusual for an undergraduate college; the Geology Department is a depository for U. S. Geological Survey topographic maps and the Army Map Collection; the Whitin Observatory has both six- and twelve-inch telescopes.

The Art Department has in its permanent collection a representative selection of monuments from different periods and styles, and an extensive collection of slides and photographs. Students of music have listening rooms and a large library of records at their disposal in Music and Billings Halls; they can study organ, clavichord, and harpsichord as well as piano; and they have an opportunity on the campus to receive instruction in vocal and instrumental music from members of the Boston Symphony Orchestra and other distinguished musicians of Boston.

The College Library has both good working collections and an exceptional number of special collections. Included among these are the well known Browning Collection, the Plimpton Collection of Italian books and manuscripts, the George Herbert Palmer, Katharine Lee Bates and Elizabeth W. Manwaring Collections of English Poetry, the Laura Hibbard Loomis Collection of Medieval Literature, the Mayling Soong Foundation's Collection of the Far East and the Elbert Collection on the Negro in Slavery. And the fact that the library is a depository

for government publications has great value for students in the social sciences.

The Page Memorial School on the college campus provides opportunities for students in the Education, Psychology and other departments to observe and work with children from three to eight years old.

In the years since the opening of Wellesley in 1875, many of the externals have changed completely. Starting with one building, College Hall, which was burned to the ground in a historic fire on March 17, 1914, Wellesley now has 17 academic and community buildings, 15 dormitories for undergraduates, and 16 other buildings located on the campus. Wellesley began with Mr. Durant's private library of 8,000 volumes; its present library numbers about 280,000 volumes. Its first graduating class had 18 members; today Wellesley has nearly 23,000 alumnae living throughout the world. But in its essentials it is unchanged.

ACADEMIC AND COMMUNITY BUILDINGS

(Listed in order of their construction)

The Geology and Geography Building is the only remaining part of College Hall, the first building at Wellesley. This wing, which has been in constant use since the opening of the College, was remodeled in 1936.

Music Hall and the adjoining Billings Hall house the Music Department. Music Hall was built in 1880 and Billings in 1904, the latter through a gift from the Robert Charles Billings estate.

Simpson Infirmary, erected in 1881 and enlarged in 1942, contains a thoroughly modern 29 bed hospital, a clinic, and living quarters for the Resident Physician and the infirmary staff. Simpson Cottage was the gift of M. H. Simpson as a memorial to his wife, who had with him been a trustee of the College.

Norumbega Hall, now the headquarters of most of the student organizations, served as a dormitory from 1886 until 1952. The gift of the alumnae, several members of the Board of Trustees, and Professor Eben N. Horsford of Harvard, it was named in honor of Professor Horsford, who championed the theory that the early Norse explorers had founded not far from the College a city called Norumbega.

The Farnsworth Art Building, built in 1889, was made possible by the bequest of Isaac D. Farnsworth. In it are located classrooms, studios, and a museum.

The Houghton Memorial Chapel was presented in 1899 by Miss Elizabeth G. Houghton and Clement S. Houghton as a memorial to their father, William S. Houghton, a trustee of the College from 1880 until his death. There are several stained glass memorial windows and a tablet by Daniel Chester French honoring Alice Freeman Palmer, Wellesley's second president.

The Whitin Observatory, completed in 1900, was the gift of Mrs. John C. Whitin, a trustee, who also presented the College with Observatory House, the residence of the Director of the Observatory.

Mary Hemenway Hall, which serves as the headquarters of the Department of Hygiene and Physical Education, was erected in 1909 when the Boston Normal School of Gymnastics became a part of Wellesley College.

The Library of the College, originally endowed by Professor Eben Norton Horsford and built through the generosity of Andrew Carnegie, was opened for use in 1910 and enlarged to its present size in 1916.

The Page Memorial School, for children from three to eight years old, occupies two small buildings, the first of which was erected in 1913.

Founders Hall, a classroom building for the humanities and social sciences, was opened for use in 1919. Dedicated as a memorial to Mr.

and Mrs. Durant, it was built from the Restoration Fund, secured through trustees, faculty, alumnae, and other friends of the College after the College Hall fire.

ALUMNAE HALL, built in 1923 as the gift of the alumnae, contains the largest auditorium on the campus, a ballroom, the studios of the campus radio station, and "The Well", the campus snack bar.

SAGE HALL, named in honor of Mrs. Russell Sage, its principal donor, houses the Departments of Botany and Zoölogy and Physiology. The unit for Botany was erected in 1927, and that for Zoölogy and Physiology in 1931.

HETTY H. R. GREEN HALL, the administration building, was in large part the gift of Mrs. Green's son and daughter, Colonel Edward H. R. Green and Mrs. Matthew A. Wilks. Completed in 1931, it contains the administrative offices, class and seminar rooms, the faculty assembly hall, and offices of student organizations. The Galen L. Stone Tower, which rises above the building, is named for its donor, for many years a trustee of the College. It contains a carillon which was the gift of Mrs. Charlotte Nichols Greene of Boston.

PENDLETON HALL, devoted to the Chemistry, Physics, and Psychology Departments, was opened in 1935. At the request of the undergraduates it was named in honor of Ellen Fitz Pendleton, President of the College from 1911 to 1936.

THE RECREATION BUILDING was opened in 1939. Among its sports and recreational facilities is the GEORGE HOWE DAVENPORT SWIMMING POOL, which bears the name of the trustee who gave large sums toward its construction.

DORMITORIES

Part of the special quality of Wellesley stems from its being primarily a self-governing residential college for undergraduates and from its location on a 400-acre campus in a New England town only twelve miles from Boston. Wellesley students therefore gain experience in democratic community living, and they are also near enough a large metropolitan city to enjoy the advantages it has to offer.

The inclusive fee for tuition, room, and board is the same for all rooms in all dormitories. After freshman year where a student lives is determined largely by the number she draws in the annual spring event known as "room drawing." All students are required to live in the dormitories on the campus unless they live with their parents within commuting distance, except in the case of married students. A married student may live in a dormitory only if it is impossible for her to establish a home with her husband and if she has received permission in advance from the Dean of Students and from the Director of Residence.

The fifteen dormitores form, broadly speaking, three groups located in different parts of the campus but approximately the same distance from the academic center of the College.

In the northwest section of the campus are the HAZARD QUADRANGLE and MUNGER HALL. Comprising the quadrangle, which is named in honor of Wellesley's fifth president, are BEEBE, CAZENOVE, POMEROY, and SHAFER, each accommodating about 100 students. Beebe was made possible by a legacy from Captain John Allen Beebe, a Nantucket sea captain and the father of Alice G. Beebe of the Class of 1896. Cazenove, the gift of Pauline Durant, who with her husband founded the College, bears the name of Mrs. Durant's mother; Pomeroy, too, is named for its donor, Mrs. Martha D. Pomeroy, who bequeathed the funds to build it. Shafer honors the memory of Wellesley's third president. Munger Hall is adjacent to the Hazard Quadrangle and houses 120 students. It was given by Miss Jessie D. Munger, of the Class of 1886, in honor of her mother, Gertrude C. Munger.

TOWER COURT, the largest of three dormitories on the site of old College Hall overlooking Lake Waban, gives its name to a unit also composed of CLAFLIN and SEVERANCE HALLS. Tower Court accommodates 240 students, while Claflin houses 115 and Severance 145. Claflin is named in memory of William Claflin, governor of Massachusetts and a member of the original corporate body of the College in 1870, while Severance bears the name of Elizabeth Severance Prentiss, of the Class of 1887, the largest individual donor to the building.

The third large group of dormitories is made up of STONE, DAVIS, BATES, FREEMAN, NAVY, HOMESTEAD, and DOWER. Stone and Davis Halls form one building, with each half operated as a separate unit for some 80 students. The present Stone Hall was built on the site of old Stone Hall, which was made possible by a bequest from Mrs. Valeria G. Stone. John D. Rockefeller, Jr. made generous contributions toward the present Stone and Davis Halls. Olive Davis, of the Class of 1886, was for many years Director of Residence at Wellesley, and upon her death made Wellesley her residuary legatee. Bates Hall is named in memory of Katharine Lee Bates, of the Class of 1880, for many years a professor of English Literature at Wellesley, while Freeman Hall bears the name of Alice Freeman Palmer, Wellesley's second president. Each of these dormitories houses 137 students, and adjoining them is a dining room which serves approximately the same number of students who live in Dower, Homestead, and Navy. Dower derives its name from the fact that it was a part of the estate set aside by Henry Fowle Durant for his wife, and Homestead was the Durants' first Wellesley home. Navy is so named because it was moved from a Naval Air Station where it had been a women's officers' quarters during World War II.

ADMISSION

Each spring eight members of the faculty and administration meet as the Board of Admission to select from the candidates approximately 450 students who will enter the freshman class at Wellesley in the fall. They are interested in candidates of varied interests and talents, candidates who come from a wide range of public and independent schools in all parts of the world. They regard as the essentials for admission academic ability and character, the desire for a liberal arts education, and capacity to profit from a Wellesley education.

They seek from several sources evidence of a candidate's ability. From her school they obtain her high school record, the recommendation of her principal or dean, reports of intelligence tests she may have taken, and indications of her extracurricular and special interests. The applicant herself is responsible for having the results of her College Board Entrance Examination Scholarship Aptitude and Achievement tests forwarded to the College, and for seeing that all forms sent to her by the Board of Admissions are completed and returned promptly. While interviews are not required, candidates are encouraged to come to Wellesley to discuss their college plans with a member of the staff of the Admission Office. The Board of Admission reserves the right in all cases to determine which candidates shall be admitted.

The Director of Admission, who is chairman of the Board, welcomes correspondence with candidates, their parents, and their school advisers. In various sections of the country alumnae representatives known as Acquaintanceship Chairmen are always glad to see candidates. The names and addresses of the chairmen are listed on pages 151–54. Miss Margery Foster, the Administrative Representative of Wellesley College, travels widely, and Miss Susan Clay, field representative of the Seven College Scholarship program, visits certain sections of the country; the Admission Office will be happy to tell interested students when Miss Foster or Miss Clay expects to be in their area.

Secondary School Preparation

In general, candidates are expected to complete a full four-year secondary school course. A program of studies providing excellent preparation for Wellesley would be, for example, English grammar, composition, and literature throughout the four years; a good foundation in a modern language and in Latin or Greek; mathematics, including Plane Geometry and Elementary and Intermediate Algebra; history; at least one course in science, preferably Biology, Chemistry, or Physics. To make up the total of 16 credits generally recommended for admission to Wellesley, electives might be offered in additional courses in the subjects listed above or in History or Fundamentals of

Music, History or Appreciation of Art, or Biblical History.

The ability to typewrite is extremely helpful to the college student in writing papers. High school students should acquire this skill as soon as possible. Admission credit is not given for typing, but the Board of Admission regards it as a valuable asset and accordingly considers it along with extra-curricular activities.

The College is aware that school curricula vary widely and that applicants may be unable to obtain some of the courses recommended for admission. The Board of Admission is therefore willing to consider the applications of candidates whose school training differs from the program recommended but gives evidence of continuity and sound work in the study of basic subjects. The Director of Admission is always glad to comment on the suitability of a candidate's program if she wishes to submit it in advance of registration.

The Board of Admission also welcomes information concerning new curricular plans or courses which secondary schools are recommending to their students.

Application for Admission

Admission forms may be secured from the Director of Admission, Wellesley College, Wellesley 81, Massachusetts. A fee of ten dollars must accompany the formal application. This fee is not refunded if a candidate withdraws her application or is not admitted.

Students are urged to register for admission early in their secondary school course so that the Director of Admission may advise them in regard to school programs when necessary, and so that they may receive current information about the College. Date of application is not a factor in determining admission, but it is taken into consideration in assigning dormitory rooms to freshmen.

Applications for admission must be filed not later than February 28 of the year of entrance. Candidates will be notified in May of the action on their applications.

Entrance Examinations

The Scholastic Aptitude Test, both the verbal and mathematical sections, and three Achievement Tests of the College Entrance Examination Board are required of all candidates. Candidates are advised to take all tests in March of the senior year in secondary school, but may if they prefer take the Scholastic Aptitude Test in January of that year.

Among the three Achievement Tests, Wellesley candidates are required to take English Composition. The other two may be chosen from languages, social studies, science, and mathematics. Wellesley candidates are advised to choose a foreign language and either social studies, mathematics, or a science. The Spatial Relations Test may

not be offered by a candidate.

All College Board tests are designed to be taken without special preparation; they are constructed in such a way that candidates who have done their work well during the school years should be able to obtain good scores.

Candidates desiring to take the Scholastic Aptitude Test for guidance purposes at the end of the junior year are encouraged to do so. The College Entrance Examination Board should be asked to forward the results of the preliminary or junior tests to the College. Members of the staff of the Admission Office can then be of additional assistance to candidates when they come for interviews or when they seek advice about their candidacy.

Application for the College Entrance Examination Board Tests

The College Entrance Examination Board tests are given in the major cities of the United States and at various centers abroad. Candidates living in states from Montana to New Mexico and west should send inquiries to: College Entrance Examination Board, P. O. Box 9896, Los Feliz Station, Los Angeles 27, California. Candidates in all other states and those applying from foreign countries should write to: College Entrance Examination Board, Post Office Box 592, Princeton, New Jersey.

When writing to the College Board for information, candidates should clearly state the month and year in which they intend to take the tests. Applications for a particular series are not available until after the preceding series has been held. The College Board sends a copy of its Bulletin of Information to every candidate requesting an application blank.

The fee for both the Scholastic Aptitude Test and the Achievement Tests is twelve dollars, while the fee for the Scholastic Aptitude Test alone is six dollars and that for the Achievement Tests alone is eight dollars. The fee must accompany the application and may be remitted by money order or check. Late applications are subject to a penalty fee of three dollars in addition to the regular fee. Under no circumstances will an application be accepted if it is received at the College Board office later than one week prior to the date of the examination.

Applications and fees should reach the College Board offices not later than the dates specified below:

Dates of Tests	*Applications and Fees Due*
December 6, 1952	November 16, 1952

January 10, 1953	December 20, 1952
March 14, 1953	February 21, 1953
August 12, 1953	July 22, 1953

For examination centers located outside the United States, Canada, the Canal Zone, Mexico, and the West Indies, applications and fees should reach the appropriate office of the College Board two weeks earlier than the dates given above.

SCHOLARSHIPS

Candidates who will require financial assistance in order to attend Wellesley should read carefully the information on pages 147–149.

SUMMARY OF PROCEDURE

The following schedule should be observed by all candidates for admission to the freshmen class in 1953:

1. Application for admission should be made *before February 28.*
2. Information blanks sent by the College to applicants should be completed and returned not later than one week after they are received.
3. Applications for the Scholastic Aptitude Test and Achievement Tests to be taken on Saturday, March 14, 1953, should be sent to the College Entrance Examination Board in February or earlier.
4. If possible, three standard passport size photographs showing head and shoulders only should be sent to the Board of Admission by February 28. The candidate's name and address must appear on the back of each picture.
5. Forms for health reports will be sent to candidates. The certificates must be completed and approved by the health department of the College before a student enters college.

ADMISSION WITH ADVANCED STANDING

If a student has maintained an excellent record in an accredited junior college, college, or university and has special interests which she wishes to follow at Wellesley College, she may apply for admission to the sophomore or junior class. The number of students who can be admitted with advanced standing is small, however, and only students with unusually good records are encouraged to apply. A candidate for admission with advanced standing must be entitled to honorable dismissal from the college which she has attended, and she must be recommended by her instructors and dean.

Application should be made to the Director of Admission, Wellesley College, Wellesley 81, Massachusetts, as early as possible, and in general not later than April 1 of the year in which admission is sought. The selection of students is made in May and in July of the year in

which entrance is desired.

A candidate must present evidence that she has had the subjects required for admission to the freshman class and she must have achieved a satisfactory score on either the Scholastic Aptitude Test or the College Transfer Test of the College Entrance Examination Board. If she did not take the Scholastic Aptitude Test while in secondary school she should arrange to take the College Transfer Test. Information concerning both of these tests may be obtained from the College Entrance Examination Board. (See pages 28–30.)

When requesting an application for admission with advanced standing, a candidate should send a statement setting forth her reasons for wanting to transfer to Wellesley, a transcript of her school and college records, and the names of her dean and two instructors who know her well. She should also arrange directly with the College Entrance Examination Board to send to the Director of Admission her scores on all College Board tests she has taken. No application will be formally registered until all of this material has been received by the Director of Admission. The Board of Admission reserves the right in all cases to determine which candidates shall be admitted.

Credit for courses completed at another college is tentatively granted early in the first year of residence at Wellesley, but determination of credit, which depends upon the quality of the student's work at Wellesley, is not made until the end of the year.

READMISSION

A student who has withdrawn from college is not automatically readmitted. She should make application for readmission to the Secretary of the Committee on Student Records.

ADMISSION OF FOREIGN STUDENTS

Students living in foreign countries who wish to enter Wellesley College are asked to make application well before March 1 of the year in which they wish to enter college. The application should be accompanied by a letter from the student giving her reasons for wishing to study in the United States and a detailed statement of her previous educational experience or a transcript of her record. Inquiries concerning admission and scholarships should be sent to the Foreign Student Adviser, Wellesley College.

ADMISSION OF CANDIDATES FOR THE MASTER'S DEGREE

Although Wellesley is primarily a residential college for undergraduates, it accepts a limited number of candidates for the degree of Master

of Arts. Students interested in undertaking graduate work in a science department frequently have unusual opportunities to assist members of the department and to work closely with them on research projects.

A candidate for admission to graduate work must hold the Bachelor's degree from a college of satisfactory standing, and must present credentials signifying her ability to carry on the work for the degree.

Application should be made upon forms obtained from the Chairman of the Committee on Graduate Instruction. The application should be received by March 1 of the year in which the student proposes to enter. It should be accompanied by (1) the official record of courses and grades, (2) a copy of the catalogue of the institution attended, marked to indicate the courses taken, and (3) letters of recommendation from two professors in the applicant's major department.

A circular containing information for graduate students will be sent on request to the Chairman of the Committee on Graduate Instruction.

For requirements for the M.A. degree see page 42.

DEGREES

THE CURRICULUM

The curriculum has been planned to assure for the student the acquisition of certain skills which are of general use; to secure for her a broad foundation of liberal study by acquainting her with methods of work and ways of thinking in several representative fields of knowledge; and finally to develop in her a degree of competence in one field of knowledge through her study of her major subject and work related to the major. Of the hours required for the degree, a certain number is prescribed; a certain number must be elected to fulfill the requirements of work for distribution and work for concentration; the rest may be elected without restriction.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

Every candidate for the degree of Bachelor of Arts must complete before graduation 114 semester hours of academic work, and must be in residence at Wellesley College for at least two years, one of which must be the senior year. The normal program consists of five courses carrying 15 semester hours of credit in each semester of the first three years of the college course, and four courses, 12 hours, in each semester of the senior year. In addition, every student must fulfill the requirements in health education, in physical education, and in speech.

Prescribed Work

Required courses which carry academic credit:

English 100 (freshman year)	6 hours*
Biblical History 104 (sophomore year)	6 hours

Requirements without academic credit:

Freshmen will be required to attend a series of lectures on the fundamental principles of health, given under the direction of the health officer of the College.

Freshmen and sophomores must complete successfully the prescribed work in physical education, two periods a week.

The Department of Speech will give speech tests to incoming freshmen. Those students who have speech defects will be required to work under the direction of the department until their defects have been corrected.

* A student whose work in the first semester meets certain standards set by the department may be exempted from the second semester of the course. If a student fails to pass with credit the second semester of English 100, she will be required to take an additional semester course in the sophomore year.

Students are expected to use good English in their written work in all departments. A student who fails in this requirement may be referred to the Department of English for such remedial work as is necessary.

Work for Distribution

Twelve semester hours, that is, two year courses or their equivalent in semester courses, shall be elected as indicated from each of the three groups of subjects given below. At least 24 of the 36 hours required for distribution must be elected in the freshman and sophomore years. Twelve hours, not more than six in each of two groups, may be postponed until the junior or senior years.

Group I. Literature, Foreign Languages, Art, and Music.

Departments of English*, French, German, Greek, Italian, Latin, Russian, Spanish, Art, Music.

Twelve hours shall be elected in Group I, six in one department and six in one or two other departments. Of the 12 hours in this group, at least six must be in literature (English or foreign). Literature courses shall be understood to include all courses in English literature, courses in Greek, Latin, and Russian literature in translation, and courses in a foreign language in which the main emphasis is on literature.

Group II. Social Science, History, and Philosophy.

Departments of Economics, Political Science, Sociology and Anthropology, History, Philosophy.

Twelve hours shall be elected in Group II. Six hours must be in one of the following: economics or political science or sociology and anthropology. The other six hours must be in either history or philosophy.

Group III. Science.

Departments of Astronomy, Botany, Chemistry, Geology and Geography, Mathematics, Physics, Psychology, Zoölogy and Physiology.

Twelve hours shall be elected in Group III, six in one department, and the remaining six in one or two other departments.† Of the 12 hours in this group, at least six shall be elected in a laboratory science. This shall be understood to mean astronomy, botany, chemistry, geology, physics, or zoölogy. The combination of Geology 101 and Geography 102, as well as the interdepartmental courses, *An Introductory Course in Physical Science* and *An Introductory Course in Biology*, may also be elected to fulfill the requirement of a laboratory science.

* English courses with emphasis on writing may not count for distribution.

† If Interdepartmental Course 103 or 106 is elected, the remaining six hours must be taken in departments not included in the interdepartmental course.

WORK FOR CONCENTRATION

Forty-two semester hours shall be elected in one field of concentration, of which a major of 24 to 30 hours shall be in one department, and 18 to 12 hours shall be in courses related or supplementary to the major but falling in one or more departments other than that in which the major is taken.*

All courses are classified in grades I, II, III; grade I indicating elementary courses and grade III the most advanced courses. Of the courses offered to fulfill the requirement of work for concentration, at least six hours of grade III must be taken in the senior year. Of the 42 hours required for concentration, at least 18 hours must be above grade I and at least 12 hours must be of grade III.

Courses offered as prescribed work, or as work for distribution, with the exception of French 101, German 101, Italian 101, Latin 102, Russian 100, and Spanish 101, may be counted as part of the 42 hours of work for concentration, unless otherwise specified by the department.

In the second semester of the sophomore year every student shall choose a major subject and shall prepare a provisional statement of the courses to be included in the work for concentration. While in the process of making her plans, she shall have a personal interview with the chairman, or with someone delegated by the chairman, of the department in which she plans to take her major. The student must obtain the signature of the department chairman, or his representative, indicating approval of her plan before she presents it to the Recorder. The final plan of the work for concentration shall be presented not later than the spring of the junior year.

FOREIGN LANGUAGE REQUIREMENT

Every candidate for the degree of Bachelor of Arts must show before graduation that she has some proficiency in the use of at least one foreign language, ancient or modern. This requirement may be met by passing one of the language tests of the College Entrance Examination Board at an appropriate score, or by passing one of the special language examinations given at Wellesley in the languages in which the College Board does not offer examinations, or by the completion of a course in college at the second year level or higher. The following courses are of the second year level: French 102, German 102, Greek 201, 202, 205, Italian 201, 202, Latin 103, Russian 200, Spanish 102.

GENERAL EXAMINATION

Every candidate for the degree of Bachelor of Arts must pass a general examination in the major subject, with the exception of candidates

* In the interpretation of this requirement the department of Geology and Geography shall count as two departments.

for honors who may be required to pass special honors examinations taken in place of or in addition to the general examination.

The general examination is intended to test (1) the accuracy, extent, and depth of a student's knowledge of one subject (or field); (2) her intellectual initiative and independence in analyzing, organizing, and relating the material of that subject; (3) her assimilation of and ability to apply leading ideas met in that subject.

The general examination will be given on the Friday preceding the beginning of the final examination period. Seniors will be excused from all class appointments during the week of this examination.

Class appointments for all grade III courses and some grade II courses will end on the Saturday noon of the week preceding the general examination. Seniors taking the general examination will be excused at that time from examinations or final papers in two courses in their major subject. If a senior is taking more than two courses in her major that have final examinations or final papers, the department will choose the two courses in which the student is to be excused from the final tests.

A student who fails to pass the general examination will be given the opportunity of taking a short oral examination within a few days. The oral examination is designed to give the student a chance to demonstrate a knowledge of her major subject sufficient to offset her failure in the written examination. No student who fails to pass the general examination, or a subsequent oral, shall be recommended for the degree. Failure to make a passing grade is equivalent to a condition, which may be removed by re-examination in the September examination period or in the June examination period of the following year.

Supplementary Directions

In reckoning the 114 hours required for the degree, it shall be permitted to count:

(1) Not more than 42 hours in any one department
(2) Art, no studio work until the required amount in the history of art has been completed (see department statement)
(3) Education, not more than 18 hours
(4) Speech, not more than 15 or 18 hours (see department statement)

The program for the senior year may not include more hours of grade I work than of grade III.

Not more than two of the following courses, French 101, German 101, Italian 101, Russian 100, Spanish 101, shall be counted within the 114 hours for the degree.

Exemption Examinations

To enable those students who are best prepared for college to antici-

pate some of the required work or to enter advanced courses as soon as possible, some departments will offer exemption examinations. Eligible students who pass these examinations satisfactorily will, in certain departments, be admitted directly to grade II courses. In certain fields these examinations may also be used to satisfy part of the distribution requirement. No student may thus anticipate more than six of the 12 hours required for distribution in each of the three groups. Such an examination, if given by a department, is described in a paragraph following the directions for election of work in the department.

COURSE EXAMINATIONS

An examination period occurs at the end of each semester. Examinations for the removal of conditions and deficiencies and for advanced standing may be taken during any examination period and at other specified times.

A student who wishes to take an examination upon a course which is not a part of her approved schedule for the year must apply to the Recorder for the requisite card of admission to the examination.

STANDARD FOR GRADUATION

A certain quality grade is required for graduation and, for the purpose of determining this quality grade, numerical values called "points" are given to the grade letters as follows: for grade A, eight points for each semester hour of the course in which the grade is received, A-minus seven points, B-plus six points, and so on to C-minus one point; for grade D (passing), no points; for a grade below D, no points and not counted in hours toward a degree. In order to be recommended for the degree of Bachelor of Arts a student must in each semester attain a credit ratio of 1.75. (The credit ratio is the ratio of the number of quality points earned to the semester hours carried.) Deficiency of points in any semester may be made good only in accordance with regulations adopted by the faculty. In general, students who are deficient in quality points at the end of the third year or who are otherwise not of diploma-grade standing will not be permitted to continue.

WITHDRAWAL

The College reserves the right to require the withdrawal at any time of any student whose academic work is below diploma grade or who in the opinion of the College authorities is not contributing to the College or benefiting from residence in it. No more specific reason need be assigned, and no fees already paid the College will be remitted in whole or in part.

A student withdrawing must notify the Dean of Residence upon an official blank obtained from her office. The date on which the notice

is received by the Dean of Residence will be considered the date of withdrawal.

ELECTIVE COURSES OPEN TO FRESHMEN, ARRANGED BY GROUPS

Group I. Art 100, 105, 106; English 100, 101, 102, 104, 107 *, 108; French 101, 102, 103, 104, 200, 201, 202; German 101, 102, 202; Greek 101, 104, 201, 202, 205; Interdepartmental 103, 106, 107 *; Italian 101, 201, 202; Latin 102, 103, 105, 106, 201; Music 101, 200, 201; Russian 100 *; Spanish 101, 102, 104; Speech 101, 102.

Group II. Economics 101; History 101, 102, 103 *; Philosophy 101, 102; Political Science 100; Sociology 102, 103, 104.

Group III. Astronomy 101; Botany 101, 103; Chemistry 101, 103, 106; Geography 102; Geology 101, 103; Interdepartmental 103, 106; Mathematics 105, 106, 107; Physics 101, 104, 105, 106, 205; Psychology 101 *, 103 *, 207 *, 209 *; Zoölogy 101, 102 *, 103.

Use of the Summer Vacation

It is the policy of the College to encourage students to make constructive use of the time of the summer vacations. Several possibilities are recognized, for example, field work, vocational experience, and serious and ordered reading. Some serious reading is expected of all students although, naturally, less of those who do field work or hold positions. To assist students in planning their reading, a general list will be given to freshmen. Sophomores and juniors will receive lists prepared by their major departments. The reading suggested for them will be designed to give support to the major and to help students to fill conspicuous gaps in their knowledge of the field.

Political Science Summer Internship Program

Wellesley College sponsors an internship program that enables a limited number of students from various departments to learn at first hand of the operations of the federal government. Students accepted for the program spend six weeks in Washington during the summer preceding their senior year. A member of the Political Science Department arranges assignments for them in various government bureaus, Congressional offices, and headquarters of the Democratic and Republican National Committees, and meets regularly with the interns during the six weeks.

The Junior Year Abroad

Qualified students may apply for admission to various groups spending the junior year in Europe. Students from Wellesley may study in

* Requires special permission of Dean of Freshmen.

Paris under the plan sponsored by Sweet Briar College, or in Florence, Geneva, or Madrid with groups organized by Smith College.

Students joining these groups must have excellent academic records and must give evidence of competence in the language of the country in which they plan to study. In general, adequate preparation requires two years of study of the language at the college level. The groups are not restricted to language majors; they frequently include majors in Art, History, or the social sciences. A student who wishes to study abroad during her junior year should consult with the chairman of her major department in order to be certain that the work done in Europe may be coördinated with the general plan for the major subject.

HONORS IN THE MAJOR SUBJECT

Honors in the major subject may be awarded to two groups of students. The conditions for these awards are described under the headings, General Honors and Special Honors.

General Honors

The work of students who have shown marked excellence, as well as an unusual degree of independence or distinction, in courses in the major subject may be recognized by the award of the B.A. degree with honors in the major subject. This award is to be made on the recommendation of the major department to students who have elected a sound program in the field of concentration, who have used summer time constructively for reading or field or laboratory work in order to supplement college courses, and who have written an excellent general examination. The student shall ordinarily have maintained a credit ratio of at least 5.0 in all the work of the junior and senior years, and a credit ratio of at least 6.0 in all the courses taken at Wellesley in the major subject. While the recommendation of the award of the degree with honors in the major subject should be based on the foregoing minimum requirements, the intent is to single out the most able scholars for this recognition, and no department should feel obligated to recommend the award solely on the basis of grades.

Departments wishing to recommend to the Curriculum Committee candidates for this award should send to the Committee a statement describing the qualifications of each student. Final authority to recommend the award to the Academic Council rests with the Curriculum Committee.

The award of the degree with honors may also be made to students electing interdepartmental majors who have met comparable requirements.

SPECIAL HONORS

Program. Under this plan an eligible student will be invited by the Curriculum Committee upon recommendation of her major department to become a candidate for honors. Her program will normally include the election of 6 hours of 350 work in the senior year and in unusual cases it may include 9 or 12 hours. The results of her 350 course will be embodied in a thesis or in a number of related essays. The subject of her investigation may lie within the boundaries of her major subject, in which case her work will be directed by one member of that department. If, however, the subject is one with close connections with related fields, the director will secure the coöperation of one or two members of other departments to assist in the direction of the work.

Under this plan students will elect 42 hours in a field of concentration, of which in most cases at least 24 hours will fall in one department, although other programs with no more than 18 hours in one department are possible and frequently desirable.

Admission. To be eligible for invitation by departments in the spring of the junior year, the student must have at least a 5.0 credit ratio in all the work of the past three semesters and, in addition, a credit ratio of at least 6.0 in all the work taken at Wellesley in the major department. Departments may recommend to the Curriculum Committe students who fail to meet the standards described above if they have exceptional qualifications for undertaking this program.

Summer Work. For each junior who becomes a candidate for honors, a director should be appointed in the spring and a tentative subject for the 350 work should be chosen. During the summer the student will be expected to undertake a program of summer work (reading, laboratory or field work) designed to prepare for her 350 work in the senior year.

Award. To be recommended for the B.A. degree with honors in the major subject, the candidate shall ordinarily have a course average of at least 6.0 in the courses taken in the major subject, or in 30 hours of work including 350 selected from her field of concentration if her program does not include a full major in one department. In addition, she must pass at B or better an oral examination lasting at least one hour. The examination should include in its scope 24 semester hours of course work from the field of concentration in addition to the 350 work. The oral examination will be attended by an examining committee of at least 3 members and by a representative of the Curriculum Committee. Each examiner should be given an opportunity to read the student's thesis or essays before attending the examination. The student will not take the general examination.

Final authority rests with the Curriculum Committee both in ad-

mitting students to candidacy and in recommending them to the Academic Council for the award of honors.

Interdepartmental Majors. An eligible student who has elected an Interdepartmental Major will be invited by the Curriculum Committee upon recommendation of the Committee in charge of her major program to become a candidate for honors. For details of the honors program when adapted to the special requirements of the Interdepartmental Major, the chairman of the major in question should be consulted.

An *Interdepartmental Honors Program* in International Relations is described on pages 141 and 142.

INTERDEPARTMENTAL MAJORS

The College offers several interdepartmental majors: Classical Archeology, Latin American Studies, Medieval Studies, Natural Resources and Conservation. These are described on pages 142 to 144.

PREPARATION FOR TEACHING

A student wishing special preparation for teaching may plan a five-year integrated course leading to the degree of Bachelor of Arts at the end of the fourth year and Master of Arts in Education at the end of the fifth year. Such a student should consult her class dean about her plans as early in her course as possible.

The courses in a student's field of concentration and her free electives will be chosen to provide preparation in the subjects which she especially desires to teach. Her program will include also courses in education which will enable her to meet requirements for certification in many states. Practice teaching will be included in the work of the fifth year.

PREPARATION FOR MEDICAL SCHOOL

A student who is planning to study medicine is advised to elect two pre-medical sciences in the freshman year. Attention is called to the fact that 24 hours are required as a basis for the general examination in any department, and that, in general, the minimum requirements for admission to recognized medical schools can be met by 16 hours in chemistry (which must include a course in organic chemistry), 8 hours in physics, and 8 hours in zoölogy *. Since there is wide variation in the minimum requirements and since the requirements are in the process of change, greater emphasis, in general, being placed on the importance of a liberal education as a preparation for medical studies,

* A course which meets for 3 hours of lecture and 3 hours of laboratory work each week throughout the year may be considered the equivalent of an 8-hour course.

each student should consult the most recent catalogue of the particular school which she has chosen. It is possible to fulfill the minimum requirement for medical school and to take the general examination in a field not required for entrance. A student is, therefore, advised to major in the field of her greatest interest. Students wishing to prepare for medical school should consult Professor E. Elizabeth Jones, department of Zoölogy and Physiology.

Preparation for Hospital and Public Health Work

Students planning to prepare for work in hospital or public health laboratories should begin both chemistry and zoölogy in their freshman year in order to have the necessary foundation for advanced courses. Descriptions of courses in bacteriology will be found in the list of courses offered by the department of Botany.

Students wishing to prepare for hospital or public health work should consult their class deans for advice in planning their programs.

Preparation for Civil Service

A student wishing to qualify for examinations offered by the United States Civil Service Commission or various state and local civil service agencies should consult with her major department and the placement office about appropriate combinations of courses. For many positions some training in statistics and public administration is desirable.

REQUIREMENTS FOR THE MASTER'S DEGREE

A candidate for the degree of Master of Arts is required to complete twenty-four hours of work. The program may include a thesis embodying the results of original research or reports based on independent work. In general, a candidate is required to work in one department. She is required to have a working knowledge of either French or German, to be tested by examination *at entrance.* Individual departments may require a second language. At least one year of graduate study is required of all candidates, but more time may be needed for the completion of the work. One year in residence is required of all candidates for the Master's degree.

Information regarding requirements for admission, theses, final examinations, etc., will be found in the *Graduate Circular* which will be sent on application to the Chairman of the Committee on Graduate Instruction.

COURSES OF INSTRUCTION

1952–53

THE following courses of instruction are offered by the several departments. The College reserves the right to withdraw the offer of any course not chosen by at least six students.

All courses are classified in grades I, II, III; grade I indicating elementary courses and grade III the most advanced courses. Grade I courses are numbered 100, etc.; grade II courses 200, etc.; grade III courses 300, etc.

The first semester is indicated by (1) following the course number, the second semester by (2). Courses not so designated are year courses.

ART

Professors: BERNARD CHAPMAN HEYL[2], M.F.A. (Chairman)
JOHN MCANDREW[3], M.ARCH.
DIRECTOR OF THE ART MUSEUM
Associate Professors: AGNES ANNE ABBOT
SYDNEY JOSEPH FREEDBERG, PH.D.
Assistant Professors: ELIZABETH HOLMES FRISCH
TERESA GRACE FRISCH, PH.D.
DIETHER THIMME
Instructors: ARNOLD GEISSBUHLER[4]
NATALIE ELIZABETH PARK, M.A.
PATRICIA EGAN, M.A.
HELEN HAMILTON WHEELWRIGHT[4], B.A.
ANN UEBELACKER DONALD, B.A.

Lecturers: PHYLLIS PRAY BOBER, PH.D.
HEINRICH SCHWARZ[4], PH.D.

HISTORY OF ART

Many of the courses in art include some laboratory work in the one or more mediums with which the course is concerned. The department believes that laboratory training has great value in developing observation and understanding of artistic problems, and for this reason requires it of majoring students. It should be stated, however, that no particular natural aptitude is required and that the work is adjusted to the student's ability.

100. INTRODUCTORY COURSE. The major styles in Western architecture, sculpture, and painting from ancient times to the present. A foundation for further study of the history of art. Simple laboratory work (requiring no previous training or artistic skill) planned to give the student a greater understanding of artistic problems. Open to

[2] Absent on leave for the first semester.
[3] Absent on leave for the second semester.
[4] Appointed for the first semester only.

freshmen, sophomores, and juniors without prerequisite. Six hours. *The Teaching Staff.*

201 (1). GREEK SCULPTURE. The development of Greek sculpture from its origins through the Hellenistic age. Study of focal monuments and artists in each successive period. Laboratory work, consisting largely of modeling and carving. Open to sophomores who have taken 100 and to juniors and seniors without prerequisite. Three hours. *Mr. Thimme, Miss Park.*

202 (1). MEDIEVAL SCULPTURE. Western European sculpture of the Romanesque and Gothic periods, introduced by a brief study of pre-Romanesque art. Laboratory work consisting largely of modeling and carving. Prerequisite, same as for 201. Three hours. *Miss Frisch, Miss Abbot.*

203 (2). MEDIEVAL ARCHITECTURE. The architecture of Western Europe from the Fall of Rome to the beginning of the Renaissance, with particular concentration on the great Romanesque and Gothic monuments. Occasional laboratory work. Prerequisite, same as for 201. Three hours. *Mrs. Bober, Miss Park.*

207 (2). ART OF THE FAR EAST. A study of the art of India, China, and Japan, with particular emphasis on China. No laboratory work. Open to juniors and seniors without prerequisite. Three hours. *Miss Frisch.*

209 (2). ART OF THE ROMAN EMPIRE. The major monuments of architecture, sculpture, and painting in the Roman Empire from the formation of the Roman style through the Late Antique. Emphasis upon Roman contributions to the main tradition of Western art. No laboratory work. Prerequisite, same as for 201. Three hours. *Mr. Thimme.*

215 (1). RENAISSANCE ART. The art of the Italian Renaissance, with emphasis on painting. Brief introductory consideration of ancient and medieval art. No laboratory work. Open to sophomores who have taken History 101 or Italian 101 or 103, and to juniors and seniors who have not taken or are not taking Art 100. Three hours. *Miss Egan, Mr. Freedberg.*

216 (2). POST-RENAISSANCE AND MODERN ART. Western art from the beginning of the seventeenth century to the present. No laboratory work. Open to sophomores who have taken 215 and to juniors and seniors who have not completed or are not taking 100. Three hours. *Miss Egan.*

218 (1). BAROQUE PAINTING. European painting of the seventeenth and eighteenth centuries. No laboratory work. Prerequisite, same

as for 201. Two periods a week with a third at the pleasure of the instructor. Three hours. *Miss Egan.*

219 (2). NINETEENTH CENTURY PAINTING. A study of painting of the nineteenth century in Europe and America with emphasis on France. No laboratory work. Prerequisite, same as for 201. Two periods a week with a third at the pleasure of the instructor. Three hours. *Mr. Freedberg.*

301 (2). SEMINAR IN ANCIENT ART. Intensive study of one or more of the fundamental problems in the history of Ancient Art. No laboratory work. In 1952–53 the subject will be chosen from Greek sculpture. Open to juniors and seniors who have completed 201. Three hours. (In 1953–54 the subject will be chosen from Roman sculpture, with 209, instead of 201, as prerequisite.) *Mr. Thimme.*

302 (1). STUDIES IN ITALIAN PAINTING: THE 14TH AND 15TH CENTURIES. A brief exposition of late medieval style in Italian painting, followed by studies of selected artists whose work significantly illustrates the character of Early Renaissance style. Particular attention to Florentine masters. Laboratory work included. Open to juniors and seniors who have taken 100 and, by permission, to especially qualified students. Three hours. *Mr. Freedberg, Miss Park.*

303 (2). STUDIES IN ITALIAN PAINTING: THE 16TH CENTURY. Studies of the major masters of the High Renaissance style, followed by the examination of some selected Mannerist painters, and of those developments within 16th century painting which lead in the direction of the Baroque. Considerable attention to Venetian masters. Laboratory work included. Prerequisite, same as for 302. Three hours. *Mr. Freedberg, Miss Park.*

304 (2). RENAISSANCE, BAROQUE, AND MODERN SCULPTURE. A study of the major sculptors from the fifteenth century to the present. Laboratory work consisting largely of modeling and carving. Open to students who have taken 100 or 215 and, by permission, to especially qualified students. Three hours. *Miss Egan, Miss Abbot.*

305 (1). MODERN PAINTING. A study of painting in Europe and America from about 1870 to the present. Prerequisite, same as for 302. Laboratory work included. Three hours. *Mr. McAndrew, Mrs. Frisch.*

306 (1). ENGRAVING AND ETCHING FROM THE RENAISSANCE TO THE PRESENT TIME. The rise and development of engraving and etching including comparisons with the allied arts of woodcutting, mezzotinting, and lithographing, and a brief study of technical processes. Frequent visits to the Boston and Fogg museums. Open to juniors and seniors who have completed 100. Three hours. *Mr. Schwarz, Miss Park.*

307 (2)*. PROBLEMS IN MEDIEVAL STYLE AND TECHNIQUE. Study of selected manuscripts, mosaics, and wall paintings in Italy between the fourth and the thirteenth centuries, with experiments in the medium concerned, for closer stylistic and technical analysis. Prerequisite, same as for 302. Three hours. *Miss Abbot.*

308 (2). RENAISSANCE AND BAROQUE ARCHITECTURE. The Early and High Renaissance, Mannerist and Baroque styles of the fifteenth through the eighteenth centuries, with particular emphasis on Italy. No laboratory work. Prerequisite, same as for 304. Two periods a week with a third at the pleasure of the instructor. Three hours. *Mr. McAndrew.* (Not offered in 1952–53.)

309 (1). MODERN ARCHITECTURE. The development of modern architecture in Europe and America in the last seventy years. Prerequisite, same as for 302. Three hours. *Mr. McAndrew, Miss Park.*

311 (1). PAINTING OF NORTHERN EUROPE. The period from the late fourteenth century to the mid-sixteenth century in France, Germany, and the Low Countries. Prerequisite, same as for 304. Three hours. *Mrs. Bober, Mrs. Frisch.*

325 (2). THE NATURE AND CRITICISM OF ART. An analysis of various different approaches to the study of art, and a consideration of the theory, history, and practice of art criticism. Open, by permission of the instructor, to seniors who have completed or are taking six additional hours of grade III work in art. Three hours. *Mr. Heyl and the Teaching Staff.*

330 (2)*. SEMINAR IN ITALIAN PAINTING. Intensive study of one or more of the fundamental problems in the history of Italian painting. Open, by permission of the instructor, to a limited number of juniors and seniors who have taken 302 or 303. Three hours. *Mr. Freedberg.* (Not offered in 1952–53.)

350. RESEARCH OR INDEPENDENT STUDY. Independent work on special problems under direction of one or more members of the department. Open, by permission, to juniors and seniors who have completed or are taking a course of grade III. Three hours for a semester or six hours for a year.

STUDIO COURSES

Six hours of studio work may count toward the degree after six hours in the history of art have been completed; and twelve hours after twelve hours in the history of art have been completed.

105 (1). DRAWING AND SCULPTURE. Study of drawing and sculpture, with strong emphasis on design. Abstract problems in line and in relief, as well as portraiture and figure sketching. Open to sophomores,

* Offered in alternate years.

juniors, and seniors and, by permission, to freshmen who have studied art before entering college. Six periods of class instruction and three of studio practice, counting three hours. *Mr. Geissbuhler.*

106 (2). INTRODUCTORY PAINTING. Strong emphasis on design. Spatial and tonal problems partly abstract, partly representational, worked out in a variety of mediums. Open to sophomores, juniors, and seniors and, by permission, to freshmen who have studied art before entering college. Six periods of class instruction and three of studio practice, counting three hours. *Mrs. Frisch.*

206 (1). WATERCOLOR AND OIL PAINTING. Landscape, still life, and portraiture. Open to sophomores, juniors, and seniors who have completed 100, 105, or 106. Six periods of class instruction and three of studio practice, counting three hours. *Miss Abbot, Mrs. Frisch.*

208 (2). COMPOSITION. Principles of design related to various types of composition. Problems may take the form of book illustration, painting and mural decoration, etc. Open to sophomores, juniors, and seniors who have completed 105, 106, or 206. Six periods of class instruction and three of studio practice, counting three hours. *Miss Abbot.*

211 (1). THE IMAGINATIVE METHOD IN PAINTING. I. The projection and development of ideas in the making of a picture. Open by permission of the instructor to juniors and seniors who have had one course in the department and to other qualified students. Three hours. (Not offered in 1952–53.)

212 (2). THE IMAGINATIVE METHOD IN PAINTING. II. Open to students who have had 211 and by permission of the instructor to other qualified students. Three hours. (Not offered in 1952–53.)

DIRECTIONS FOR ELECTION

Course 100 is the basic introductory course for later work in the department and is required, except by special permission, of majoring students. (See Exemption Examination, below.)

Students planning to major in the department must elect at least one grade II course in ancient, and one in medieval art.

Students majoring in the department must elect at least 24 hours in the history of art.

A reading knowledge of French, German, or Italian, though not required, is very strongly recommended.

The attention of students is called to the interdepartmental major program in Classical Archeology or Medieval Studies.

EXEMPTION EXAMINATION

Freshmen and sophomores, who secure the permission of the chair-

man, may qualify for entrance to grade II in art by passing an advanced standing examination, thus waiving the requirement for taking course 100.

RELATED COURSES

Related courses for concentration may be chosen from many departments. The following are typical examples of sound related work:

Ancient Art: History 302, 303; Philosophy 101; many courses in the classical departments.

Medieval Art: French 204; History 309; Latin 106; Philosophy 323.

Renaissance and Baroque Art: English 101, 316; History 210, 217; Italian 103; French 301; Spanish 301, 305.

Modern Art: English 210, 219, 230; French 300, 307; German 305.

The following courses offer general related work: English 104, 107; History 101 or 200, 103; Music 103; Philosophy 203.

ASTRONOMY

Assistant Professor: SARAH JEANNETTE HILL, PH.D. (Chairman)

101. DESCRIPTIVE ASTRONOMY. The solar system; stars, nebulae, and star systems. Open to all undergraduates. Three lecture periods and one two-hour laboratory period, supplemented by occasional evening sessions for constellation study or use of the telescope. Six hours. *Miss Hill.*

200 (1). PRACTICAL AND SPHERICAL ASTRONOMY. The determination of time, longitude, and latitude; the geometry of eclipses. Prerequisite, Mathematics 106 or 107. Three hours. *Miss Hill.*

201 (2). BASIC TOPICS IN ASTRONOMY. The two-body problem, the determination of the orbits of visual and spectroscopic binaries, and an introduction to least squares. Prerequisite or corequisite, 202. Three hours. *Miss Hill.*

202. DIFFERENTIAL AND INTEGRAL CALCULUS. For description and prerequisites, see Mathematics 202.

301 (1). LIGHT. For description and prerequisites, see Physics 301.

302 (1). GALACTIC STRUCTURE. The methods used in studying the dynamics and constitution of the Milky Way. Prerequisite, 201. Three hours. (Not offered in 1952–53.)

303 (2). ASTROPHYSICS. The study of radiation transfer through stellar atmospheres and of the internal constitution of the stars. Prerequisite, 301. Three hours. *Miss Hill.*

307 (2). INTRODUCTION TO SPECTROSCOPY. For description and prerequisites, see Physics 307.

350. RESEARCH OR INDEPENDENT STUDY. Open to seniors by permission. Three hours for a semester or six for a year.

DIRECTIONS FOR ELECTION

A student majoring in astronomy will usually elect 18 hours in astronomy and at least six hours in mathematics or physics courses listed above. Students not electing Astronomy 101 may elect six hours of Astronomy 350 to complete the requirement of 18 hours.

Related or supplementary courses to the major should be elected in the Departments of Mathematics and Physics. These courses should include Physics 201 and 202.

BIBLICAL HISTORY, LITERATURE, AND INTERPRETATION

Professor: LOUISE PETTIBONE SMITH, PH.D.
Associate Professors: ERNEST RENÉ LACHEMAN,[3] B.D., PH.D.
HERBERT MORRISON GALE, S.T.B., PH.D.
FERDINAND JOSEPH DENBEAUX, S.T.M., B.D. (Chairman)
Assistant Professor: MARY LUCETTA MOWRY, B.D., PH.D.
Instructors: THEODOR MARCUS MAUCH, B.D., S.T.M.
HUGH STEWART BARBOUR, B.D., PH.D.
HARRY MERWYN BUCK, JR., B.A., B.D.
DOROTHEA WARD HARVEY, B.A., B.D.

The requirement in Biblical history is met by course 104. Students with a knowledge of Greek may substitute course 210 for the second semester of 104.

104. STUDIES IN THE OLD AND NEW TESTAMENTS. Basic material: selected parts of the Old Testament; the gospels of Matthew, Mark, and Luke. Aim: to acquire a knowledge of these materials, of their historical-critical analysis, of the rise of the Hebrew-Christian tradition and the relevance of this tradition to the individual and society. Required of sophomores except as indicated above. Six hours. *Miss Smith, Mr. Gale, Miss Mowry, Mr. Denbeaux, Mr. Mauch, Mr. Barbour, Mr. Buck, Miss Harvey.*

203. ELEMENTARY HEBREW. The elements of Hebrew grammar, with practice in translation and the memorizing of a vocabulary. Reading of selections from the Old Testament. At the end of the course the student should be able to read simple Hebrew and to use the language in the study of the Old Testament. Prerequisite, 104. Six hours. *Mr. Mauch.*

204 (1), (2). THE BEGINNINGS OF CHRISTIANITY. This course is de-

[3] Absent on leave for the second semester.

signed to enable those students who have already studied the synoptic gospels in 104 to continue their study of the New Testament and to see Christianity in contact with the life of the Græco-Roman world. The rise and earliest development of the Christian religion. Emphasis upon the thought of Paul and of the Fourth Gospel. Prerequisite, 104 or 210. Three hours. *Mr. Gale.*

207. HISTORY OF RELIGIONS. The history of present day religions throughout the world: their religious and philosophical thought and cultic practices. Major attention will be devoted in the first term to the religion of the Near East (Islam) and India (Hinduism and Buddhism), and in the second term to the religions of China and Japan. Open to juniors and seniors who have completed the required work in Biblical history. Students may be admitted to the first semester alone, by special permission and upon recommendation of the student's major department. Six hours. *Mr. Buck.*

208 (1), (2). SURVEY OF THE APPLICATION OF CHRISTIAN ETHICS TO SOCIAL PROBLEMS. A study of the attitudes of the Christian church towards society, culture and the state in determinative periods of her history. An investigation from this perspective of the relevance of Christian ethics for modern social and economic problems, and of outstanding Christian programs and agencies of social reconstruction and reconciliation. Open to juniors and seniors who have taken or are taking Economics 101, Sociology 102, or any course in medieval or modern history. Three hours. *Mr. Barbour.*

210 (2). THE FIRST THREE GOSPELS IN GREEK. This course covers the same material as the second semester of 104, and is planned for those students who, in fulfilling the Biblical history requirement, prefer to study the gospels in Greek rather than in English translation. Open to students who have completed the first semester of 104 and have completed or are taking a grade II Greek course. Students choosing this way of fulfilling the requirement in Biblical history may postpone the work until their junior year without special permission. Three hours. *Miss Mowry.*

211 (2). THE OLD AND NEW TESTAMENTS IN THE LIGHT OF ARCHEOLOGY. The results of archeology in their bearing upon Biblical history and religion. Emphasis upon the value of archeology in illustrating, testing, and making vivid the Biblical records. Chief emphasis on the discoveries in Palestine as portraying the life and customs of the people in that land. The inscriptions of Palestine and surrounding countries which have significance for Biblical history are studied in translation. Open to juniors and seniors who have completed the required work in Biblical history. Three hours. *Mr. Lacheman.* (Not offered in 1952–53.)

212 (1). RELIGIOUS EDUCATION. A study of principles and objectives in the teaching of religion, and their relation to secular conceptions of education. Emphasis on the religious development of the child as fostered in the home, church, synagogue, and school. A brief survey of the history of religious education. Examination of contemporary materials and methods in the light of the principles studied. Prerequisite, 104; Education 200 recommended. Three hours. —— ——. (Not offered in 1952–53.)

213 (1). DEVELOPMENT IN JUDAISM SINCE 70 A.D. The history of Judaism in its relation to the Graeco-Roman world, Christendom and Islam. Reading (in translation) of significant portions of Talmudic, Midrashic, poetic, and speculative literatures. Open to students who have completed the required work in Biblical history. Three hours. *Mr. Lacheman.* (Not offered in 1952–53.)

215 (1). AMERICAN CHURCH HISTORY. A study of the development of religion in the United States from 1607 to the present. Emphasis will be given to the European theological and ecclesiastical inheritance and its emergence in the American religious divisions and the Ecumenical Movement. Prerequisite, 104. Three hours. *Mr. Barbour.*

301. SEMINAR IN HISTORY OF RELIGIONS. Readings and discussions in the history of religions other than Judaism and Christianity. Each student will be expected to investigate some particular problem. First semester: India and Islam; second semester: China and Japan. Open to seniors by permission. Six hours. *Mr. Lacheman.* (Not offered in 1952–53.)

302. INTERPRETATIONS OF CHRISTIANITY. The varying conceptions of the essentials of Christianity as formulated in some of the most important periods of the history of the church; the relation of these conceptions to the religion of the New Testament and to the religious thought of the present day. Open to seniors who have completed 204. Six hours. *Mr. Denbeaux.*

303. SECOND YEAR HEBREW. Open to students who have completed 203. Six hours. *Miss Smith.*

305 (2). TRENDS IN CONTEMPORARY CHRISTIANITY. Studies of contemporary conceptions of the Christian religion, as interpreted in the light of modern life and thought. Representative thinkers from Liberalism, Existentialism, Anglo-Catholicism, Neo-Thomism, Mysticism, Humanism and the "Social Gospel" will be studied. In addition special attention is given to the thought of one major writer. For the year 1952–53: Soren Kierkegaard. Prerequisite or corequisite, 204. Three hours. *Mr. Denbeaux.*

306 (2). FURTHER STUDIES IN THE OLD TESTAMENT. More detailed work on selected portions of the Old Testament. Both content and emphasis (historical, literary, religious) are determined by the interests of the students. Open to juniors and seniors who have taken or are taking a grade II course in the department. Required of those who major in the department. Three hours. *Miss Smith.*

307 (1). ADVANCED STUDIES IN THE NEW TESTAMENT. Intensive study of the content of the gospels and its impact on the early church. Open to juniors and seniors who have completed 204. Three hours. *Miss Mowry.*

350. RESEARCH OR INDEPENDENT STUDY. Two to six hours. The amount of work contemplated must be indicated at the time at which electives are due.

DIRECTIONS FOR ELECTION

After finishing the required course a student desiring to major usually continues her work by 204 and 305 in her junior year. In either junior or senior year she may take any other of the grade II courses, 306 (required for majors); in the senior year 301, 302, 307 or 350. Students who choose 203 as juniors may continue Hebrew in 303 in the senior year. Philosophy 211 may count toward a major in Biblical history.

A year of Greek or Hebrew is strongly recommended for students majoring in Biblical history.

BOTANY

Professor: HARRIET BALDWIN CREIGHTON,[1] PH.D.
Associate Professor: DELAPHINE GRACE ROSA WYCKOFF, PH.D. (Chairman)
Assistant Professors: RHODA GARRISON, PH.D.
EMILY TOWER WOLFF, PH.D.
Instructors: MARGARET BARKLEY HEASLIP,[5] PH.D.
KATHARINE TRYON, M.S.
IRENE MARY ZUCK, M.S.
ISABEL WATT FULTON, PH.D.
UHENG KHOO,[4] PH.D.
Assistants: JOANNE LEE BERMAN SHAPIRO, B.A.
ELLEN MARSHALL GARNETT, B.A.
JANET RUTH STEIN, B.A.
DOROTHY ANN TOLL, B.S.
Secretary and Custodian: ANNA POWELL WALKER

101. GENERAL BOTANY. An introduction to plant science presenting the principles of biology and emphasizing the importance of plants in

[1] Absent on leave.
[4] Appointed for the first semester only.
[5] Appointed for the second semester only.

our economic and social life. Topics considered include: growth and development of flowering plants; plant nutrition and its relation to animal and human nutrition; heredity and plant breeding; bacteria and other microorganisms; soil fertility; conservation of soil and forests; utilization of plant products in industry. Practice is given in growing plants in the greenhouses and gardens. Open to all undergraduates except those who have had Interdepartmental 103. Six periods a week, one of lecture, five of discussion and work in laboratory, greenhouse, and field. Six hours. *Miss Garrison, Miss Heaslip, Miss Tryon, Miss Fulton, Miss Wolff, Miss Khoo.*

103. AN INTRODUCTORY COURSE IN BIOLOGY. For description and prerequisites, see Interdepartmental Courses 103.

201 (1). LANDSCAPE GARDENING. The study of cultivated plants with emphasis on their use in landscape gardening. Practice in applying the principles of design to gardens and to home and community plantings. Open to sophomores who have completed 101 or 103 and to juniors and seniors without prerequisite. Three hours. *Miss Tryon, Miss Wolff.*

202 (1). PLANT BIOLOGY. Principles that govern growth, development, and behavior of organisms; practical use of these principles in gaining and applying knowledge to the care of plants and soil. Open to students who have completed 101 or 103 and to juniors and seniors without prerequisite. Six periods a week, three of lecture and three of laboratory. Three hours. *Miss Fulton.*

203 (1). FIELD BOTANY. A course to acquaint the student with names and characteristics of the common wild and cultivated ferns, flowers, shrubs, and trees, together with the study of the woodland, meadow, bog, and pond associations of plants. Open to students who have completed 101 or 103 and to juniors and seniors without prerequisite. Six periods a week, three of lecture and three of laboratory. Three hours. *Miss Fulton.*

204 (2). BASIC HORTICULTURE. The fundamentals of cultivation and propagation of house and garden plants and the methods of control of plant pests and diseases. Open to students who have completed 101 or 103 and to juniors and seniors without prerequisite. Six periods a week, two of lecture and discussion and four of practice in greenhouse and laboratory. Three hours. *Miss Garrison, Miss Tryon.*

205 (2). SURVEY OF BACTERIOLOGY. An introduction to the study of microorganisms in relation to man's physical and economic welfare, emphasizing their importance in daily living as well as in the larger fields of agriculture, industry, public health, and disease control.

Prerequisite, six hours in group III. Five periods a week, three of lecture and discussion and two of laboratory. Three hours. *Mrs. Wyckoff, Miss Zuck.*

207 (1) PLANT RESOURCES. A study of the agricultural and forest resources of the world with emphasis on those of the United States considering the scientific basis for the production of plants for foods, and for the raw materials of industry. A discussion of the growth of economically important plants, as it is influenced by soil, climatic, and human factors. Open to sophomores who have completed 101, or Interdepartmental 103, or Geography 102, and to juniors and seniors without prerequisite. Counts toward a major in botany and for the group III distribution requirement as a non-laboratory science. Three periods a week, in general two of lecture and one of demonstration. Three hours. *The Teaching Staff.*

301 (2)*. ADVANCED LANDSCAPE GARDENING. Advanced work in the design of planting around houses, parks, and public buildings. Open to seniors who have completed 201 and six additional hours of grade II or grade III in botany. Six periods a week, two of lecture and four of practice in drafting room or field. Three hours. (Not offered in 1952–53.)

302 (1). CYTOLOGY AND MORPHOLOGY. The study of cells, tissues, and organs, their functions and their role in the development of form in the organism. Practice in the preparation of plant tissues for microscopic study. Open to students who have completed twelve hours in botany. Five periods a week, two of lecture and discussion and three of laboratory. Three hours. *Miss Garrison.*

303 (2). GENETICS. The study of inheritance, considering its cellular basis, the methods by which knowledge of heredity is obtained, and the application of this knowledge to biological problems. Laboratory experimentation with plants. Open to juniors and seniors who have completed six hours in botany and six additional hours in botany or zoölogy. Five periods a week, two of lecture and discussion and three of laboratory. Three hours. *Miss Heaslip.*

304 (2). PLANT DISEASES. The study of pathogenic fungi, their structure, their physiological processes, and their effects on ornamental and economically important plants. Practice in the cultivation of pathogenic fungi and modern methods of combating plant diseases. Open to students who have completed six hours of grade II in botany. Five periods a week, two of lecture, and three of laboratory, field, or greenhouse. Three hours. *Miss Fulton.*

* Offered in alternate years.

306. PHYSIOLOGY. First semester: those fundamental processes that must be understood if knowledge of plant behavior is to be applied. Second semester: lectures on the chief processes by which plants are affected by their environment and those by which they respond. Experiments are in the fields that each student selects, such as cell physiology, gardening, horticulture, non-infectious plant disease, plant nutrition, soil-testing. Open to juniors and seniors who have completed six hours of grade II in botany and who have completed or are taking a year of either chemistry or physics. Students who have completed 101 or 103 may take this course and the prerequisite of grade II at the same time. Six periods a week, two of lecture and four of discussion and laboratory. Six hours. *Miss Wolff.*

308. GENERAL BACTERIOLOGY. The study of the structure and physiological processes of bacteria and other micro-organisms, and their responses to the environment. Consideration of their relations to soil fertility, industrial processes, water and milk supplies, food spoilage and preservation, sanitation, infectious disease, and immunity. Practice in laboratory methods and techniques that are essential for bacteriological work. Open to students who have completed one year of chemistry or physical science and either one year of botany, zoölogy, or biology, or a second year of chemistry. Six periods a week, in general two of lecture and four of laboratory including two field trips. Six hours. *Mrs. Wyckoff, Miss Zuck.*

312 (1). ADVANCED BACTERIOLOGY. The systematic study of the important groups of bacteria, including their serological relationships, with special reference to their roles in infectious diseases and in immunity. Presentation of selected topics from recent developments in bacteriology. Laboratory practice in bacteriological and serological techniques and procedures. Prerequisite, 308. Six periods a week, two of lecture and four of laboratory. Three hours. *Mrs. Wyckoff, Miss Zuck.*

320. THEORETICAL PHYSIOLOGY. The content of this course depends upon the needs and interests of the students who elect it. The reading and discussions are concerned with the abstract and logical aspects of the subject; the methods by which research problems should be analyzed, the significance of explicit and implicit assumptions, the treatment of data, physiology as a field for deductive reasoning, etc. Open to graduate students only. Six hours. —— ——. (Not offered in 1952–53.)

322. BOTANICAL SEMINARS. The work in the seminars depends on the botanical background of each student and on her plan for further study. A field of botanical science is scrutinized from the standpoints of modern

achievement, method of investigation, and the theories and reasoning involved in reaching the present-day conclusions: (*a*) anatomy; (*b*) bacteriology; (*c*) comparative morphology; (*d*) cytology; (*e*) ecology; (*f*) genetics; (*g*) geographical distribution; (*h*) history of botany; (*i*) pathology; (*j*) physiology; (*k*) plant materials; (*l*) taxonomy. Open to graduate students only. Three to six hours for a semester or six to twelve for a year. *The Teaching Staff.*

350. RESEARCH OR INDEPENDENT STUDY. The study will be under the direction of an instructor in the student's field of interest. The nature of the work will depend upon whether the student is an undergraduate or a graduate student, and upon the field. Open to seniors and graduate students and, by permission, to juniors. Two to six hours for a year, or three for a semester.

DIRECTIONS FOR ELECTION

A major is based on course 101 or Interdepartmental 103. Any combination of grade II or grade III courses may be elected. Suggested combinations follow:

For general plant science: Courses 202, 203, 204, 302, 303, 306, and 308, with supplementary courses in chemistry and zoölogy.

For bacteriology, public health, and medical laboratory work: Courses 205, 304, 308, 312; other courses such as 302, 303, and 306 in this department as well as courses in chemistry and zoölogy.

For economic botany and conservation: Courses 203, 205, 207, 302, 303, 304, and 306, supplemented by courses in geology, geography and zoölogy. Attention is called to the Interdepartmental Major in Natural Resources and Conservation (p. 144).

For horticulture and landscape gardening: Courses 201, 204, 302, 303, 304, and 306. Art 309 may be considered as related work.

A reading knowledge of French and German is ordinarily required of students in graduate schools.

SCHOLARSHIP

In the Marine Biological Laboratory at Woods Hole (or in a biological field station approved by the student's major department), a scholarship is open to undergraduates. Students should consult the Chairman of the Department before February 15.

CHEMISTRY

Professor: HELEN THAYER JONES, PH.D. (Chairman)
Associate Professors: PHILIPPA GARTH GILCHRIST,[1] PH.D.
MARGARET KINGMAN SEIKEL, PH.D.
Assistant Professors: PHYLLIDA MAVE WILLIS, PH.D.
JEAN VEGHTE CRAWFORD, PH.D.
Instructors: ROBERTA A. STEWART, PH.D.
ELEANOR RUDD WEBSTER, PH.D.
Assistants: ARRAWANNA ELIZABETH HUGULEY, B.S.
HARRIET DRUCILLA THOMPSON, B.A.
CECILE MARIE KENNEDY, B.A.
JOAN MARIE BRUDER, B.A.
JOHN KEITH INMAN, B.S.

Lecturer: ESTELLE FASOLINO INGENITO, PH.D.

Secretary and Custodian: EMILY MAY HOPKINS, M.A.

101. ELEMENTARY CHEMISTRY. The fundamental laws and theories of chemistry, in connection with the study of the non-metals and a brief survey of the metals. Open to students who do not present chemistry for admission. Three periods of lecture and discussion and one three-period laboratory appointment. Six hours. *Miss Webster, Miss Kennedy.*

103. GENERAL CHEMISTRY AND QUALITATIVE ANALYSIS. A survey of fundamental chemical principles based on preparatory work in chemistry. General theories, laws, and problems are considered during the first semester and are applied in the second semester to the study of inorganic semimicro qualitative analysis. Prerequisite, the admission requirement. Three periods of lecture and discussion with one three-period laboratory appointment a week for the first semester, and two periods of lecture with six periods of laboratory for the second semester. Six hours. The second semester may be taken separately by those who have completed 101 or, by permission, 106. *Miss Jones, Miss Stewart, and Assistants.*

106. AN INTRODUCTORY COURSE IN PHYSICAL SCIENCE. For description and prerequisites, see Interdepartmental Courses 106. This course will, by special arrangement, serve as prerequisite for grade II courses in chemistry. *Miss Jones, Miss L. Wilson, and Assistants.*

201 (1). QUALITATIVE ANALYSIS. A study of the principles which govern the reactions of electrolytes in solution, as illustrated by the chemistry of inorganic semimicro qualitative analysis. Prerequisite, 101 or, by permission, 106. Two periods of lecture and six periods of laboratory. Three hours. *Miss Crawford, Miss Thompson, Miss Huguley.*

[1] Absent on leave.

202 (1), (2). QUANTITATIVE ANALYSIS. A study of the fundamental methods of gravimetric and volumetric analysis with emphasis on the theory, laboratory technique and calculations of each method. Prerequisite, 103 or 201. Two periods of lecture and six periods of laboratory. Three hours. *Miss Crawford, Miss Willis, Miss Stewart.*

207 (2). QUANTITATIVE ANALYSIS. A study of the methods of analysis of complex mixtures correlating the theory and techniques of analytical chemistry with a few special instruments in modern usage. Prerequisite, 202. Two periods of lecture and six periods of laboratory. Three hours. *Miss Crawford.*

301. ORGANIC CHEMISTRY. An introduction to the compounds of carbon, consisting of a study of the characteristic properties of the simple classes and of the current theories proposed to correlate these properties. The common methods of preparation and purification of organic compounds are applied in the laboratory. Prerequisite, 103 or 201 or, by permission, 101. Three periods of lecture and discussion and one three-period laboratory appointment. Six hours. *Miss Seikel, Miss Stewart, Miss Bruder.*

302 (1). IDENTIFICATION OF ORGANIC COMPOUNDS. A study of the systematic qualitative analysis of organic substances. Since each student identifies individual compounds and mixtures, independent work is encouraged. The course offers a good introduction to research methods and attitudes. Open to juniors and seniors who have completed 202 and 301. Two periods of lecture and discussion, six periods of laboratory. Three hours. *Miss Seikel.*

303 (2). ADVANCED QUANTITATIVE ANALYSIS. The theory and techniques of some modern methods of quantitative chemistry including an introduction to organic microanalysis and to instrumental analysis. Some of the instruments studied are colorimeters, the Beckman spectrophotometer, the polarograph and the pH meter. Much of the work is of an independent nature. Open to juniors and seniors who have completed 202 and have completed or are taking 301. Two periods of lecture and six periods of laboratory. Three hours. *Miss Seikel.*

305 (1). PHYSICAL CHEMISTRY. (*a*) This course summarizes, and applies to practical problems, the laws of matter in its various stages of aggregation, and also the laws governing solutions, including the colloid state, and thermochemistry. Open to juniors and seniors who have completed 202 and have completed or are taking 301, a year of college physics, and Mathematics 106 or 107. (*b*) The subject matter is the same as in (*a*). A fuller knowledge of calculus is expected. Open to juniors and seniors who have completed 202 and have completed or are taking 301, a year of college physics, and Mathematics 202.

Three periods of lecture and discussion and one three-period laboratory appointment. Three hours. *Miss Willis.*

306 (2). PHYSICAL CHEMISTRY. (*a*) A continuation of 305, including especially chemical equilibrium, reaction velocity, electrochemistry, and theories of atomic and molecular structure. Open to juniors and seniors who have completed 305. (*b*) The subject matter is the same as in (*a*). A fuller knowledge of calculus is expected. Open to juniors and seniors who have completed 305 (*b*) and Mathematics 202.

Three periods of lecture and discussion and one three-period laboratory appointment. Three hours. *Miss Willis.*

307 (2). ADVANCED INORGANIC CHEMISTRY. A comprehensive survey of the different classes of inorganic substances and the modern theoretical interpretation of their interactions. Open to juniors and seniors who have completed 202 and who have completed or are taking 301. Three periods of lecture and discussion. Three hours. *Miss Jones.*

308 (1). BIOCHEMISTRY. Chemistry of representative substances occurring in living organisms. Nutritional values, including energy content, of food materials are considered. Open to juniors and seniors who have completed 202 and 301. Two periods of lecture and discussion and five periods of laboratory. Three hours. *Mrs. Ingenito, Mr. Inman.*

309 (2). BIOCHEMISTRY. Chemistry of the more important organs and tissues of the body and of the changes which occur in the processes of digestion and metabolism. The laboratory work includes analysis of body tissues and fluids. Open to juniors and seniors who have completed 308 and who have completed or are taking Zoölogy 101 or 308. Well qualified students who have completed 202 and 301 and have completed or are taking Zoölogy 308 may, by permission, be admitted without the prerequisite of Chemistry 308. Two periods of lecture and discussion and five periods of laboratory. Three hours. *Mrs. Ingenito, Mr. Inman.*

311. ORGANIC PREPARATIONS. A laboratory course using semimicro methods and designed to supplement the training of students of organic chemistry. Open to students who are taking or have completed 301. One three-period laboratory appointment. Two hours. *Miss Stewart.*

312 (1). USE OF THE LITERATURE OF CHEMISTRY. This course is designed to acquaint the student with the published sources of chemical knowledge in order that she may use them more effectively in advanced work. Experience is gained by the solution of individual library problems of many types. Open to majors who have completed or are

taking 202 and 301. One period of lecture and discussion. One hour. *Miss Seikel.*

320. SEMINAR. Reports on recent developments in chemistry. Open to graduate students. This course usually meets every other week for two hours in the evening. Two hours. *The Teaching Staff.*

350. RESEARCH OR INDEPENDENT STUDY. An individual problem under the direction of the instructor in the field chosen. Laboratory work and reading. Open to graduate students and, by permission, to undergraduates who have completed at least 18 hours in the department. Three hours for a semester or six hours for a year.

DIRECTIONS FOR ELECTION

For students planning a major in chemistry one of the following sequences of courses is essential: Interdepartmental Course 106 or Chemistry 101, 201, 202, and 301; or 103, 202, and 301. Any other courses in the department may be added to these to complete the 24-hour major. It is advisable that all students majoring in chemistry should complete at least one year of college physics and one year of college mathematics, and acquire a reading knowledge of French and German before the senior year.

For admission to most graduate schools Chemistry 305 and 306 with the prerequisite of Mathematics 202 are required. For graduate work in chemistry a student must have a reading knowledge of French and German.

Premedical students are referred to the requirements as given on pages 41 and 42.

The American Chemical Society has established a set of requirements which it considers essential for the training of chemists. Students wishing to meet the standard of an accredited chemist as defined by this society should consult the Chemistry Department.

EXEMPTION EXAMINATION

Unusually well-qualified students may apply for an examination covering the year's work in Chemistry 101. A college textbook of general chemistry should be used in preparation for this examination. The passing of this examination may be used as the prerequisite for Chemistry 201 or as the equivalent of Chemistry 101 in the work for distribution.

ECONOMICS

Professors: LAWRENCE SMITH, M.A.
LUCY WINSOR KILLOUGH, PH.D. (Chairman)
Associate Professor: RICHARD VERNON CLEMENCE, PH.D.
Assistant Professors: JOSEPH THISTLE LAMBIE, PH.D.
HILDA ROSENBLOOM,[5] M.A.
CAROLYN SHAW SOLO, PH.D. (LOND.)
Instructor: NORTON TOWNSHEND DODGE,[4] M.A.

101. INTRODUCTORY ECONOMICS. A course which assists the student in understanding contemporary life through a study of the economic foundations of our society. The national income and its relationship to prosperity and depression. Economic principles and the institutions within which they operate. The American economic system compared with other existing or theoretical systems of economic organization. Open to all undergraduates. Sections for freshmen will be arranged. Six hours. *Mr. Smith, Mrs. Killough, Mr. Clemence, Mr. Lambie, Mrs. Rosenbloom, Mrs. Solo, Mr. Dodge.*

203 (1). THE ECONOMICS OF CONSUMPTION. A study of the consumer in our society: the influence of consumer activities on the economy and the impact of economic conditions and policies on the consumer. Income distribution and consumption expenditures; family budget studies; costs of living and standards of living; marketing policies as they affect the consumer; consumer cooperatives; legislative protection of the consumer. Prerequisite, 101. Three hours. *Mrs. Solo.*

204 (2). ECONOMIC HISTORY OF THE UNITED STATES. Our national development in its economic and social aspects, with special emphasis upon the struggle between agrarian and business interests, the growth of business combinations and labor unions, and the development of government control of business. Open to sophomores, juniors, and seniors who have completed or are taking 101. Three hours. *Mr. Lambie.*

209 (1). ECONOMIC HISTORY OF ENGLAND. A study of the economic factors which have influenced the development of modern British ideas and institutions since the beginning of the Industrial Revolution. This course applies historical perspective to the economic and social problems which face the Conservative government today. Open to sophomores, juniors, and seniors who have completed or are taking 101. Three hours. *Mr. Lambie.*

210. FINANCIAL ORGANIZATION OF SOCIETY. Money, credit, general price levels, and business cycles. Emphasis on monetary systems and

[4] Appointed for the first semester only.
[5] Appointed for the second semester only.

current monetary problems. The work of commercial banks and the functioning of the Federal Reserve system. Business cycles are dealt with historically and theoretically, and methods of stabilization are analyzed. Prerequisite, 101. Six hours. *Mr. Smith.*

211 (1), (2). INTRODUCTION TO SOCIAL AND ECONOMIC STATISTICS. Statistical methods as used in the social sciences. Organization and presentation of statistical data. Frequency distributions and simple correlation. Introduction to time series analysis and index numbers. Open to sophomores, juniors, and seniors who have completed or are taking 101. Laboratory conferences will be required. Three hours. *Mr. Clemence, Mrs. Solo.*

212 (2)*. PRINCIPLES OF ACCOUNTING. A survey of the fundamental principles of accounting with emphasis on the relation of accounting theory and practice to economic theory and contemporary economic problems. The aim of the course is to enable the student to interpret and utilize accounting data in other fields of economics and in analyzing public policy. Prerequisite, 101. Three hours. *Mrs. Solo.* (Not offered in 1952–53.)

300 (1). ECONOMIC ANALYSIS. Modern techniques of analysis applicable to problems of prices, output, income, and employment. Methods of defining and reaching conclusions with respect to economic problems, and of appraising the significance of results. Open to juniors and seniors who have completed 101 and six additional hours in economics. Three hours. *Mr. Clemence.*

301 (1). COMPARATIVE ECONOMIC SYSTEMS. A study of economic controls applied under various conditions. Comparison of relatively free-enterprise American capitalism with communism, socialism, and the government intervention characteristic of war or other emergency situations. Open to juniors and seniors who have completed 101 and have completed or are taking one of the following: 204, 209, 300, 305, 308, History 202, 209, 222, 306, Political Science 316, 318, Sociology 316. Three hours. *Mr. Dodge.*

305 (2). PUBLIC REGULATION OF BUSINESS. The policy of government toward business. Special fields of regulation: the "natural monopolies" (transportation, public utilities, and communications), petroleum, and the declining industries of bituminous coal and agriculture. Open to juniors and seniors who have completed 101 and have completed or are taking one of the following: 203, 204, 209, 210, 300, History 222, Political Science 201, 202, 204, 304. Three hours. *Mr. Lambie.*

306 (1). CORPORATIONS AND COMBINATIONS. Corporate structure and operation. The market for corporate securities, including invest-

* Offered in alternate years.

ment banking, other investment institutions, the stock exchange, government regulation of security issues and exchanges. Problems arising from the development of great corporations, through both concentration and combinations; anti-trust policy in the United States. Open to juniors and seniors who have completed 101 and have completed or are taking 204, 210, 211, 212, or 300 or have completed a grade II course in Geography, History, Political Science, or Sociology. Three hours. *Mr. Smith.*

308 (2). LABOR ECONOMICS. Problems of the worker in modern society, including the problems of technology, unemployment, wages, hours, the substandard worker; attempts to solve labor problems, including recent trade union developments and labor legislation. Open to juniors and seniors who have completed 101 and have completed or are taking one of the following: 203, 204, 209, 210, 300, Sociology 205, 206, Political Science 201, 202, Psychology 309, 310. Three hours. *Mrs. Rosenbloom.*

310 (1). PUBLIC FINANCE. Principles and problems of government revenues, expenditures, and debts. Fiscal policy and the national income; the shifting and incidence of taxation. Special emphasis on the tax system of the United States. Open to juniors and seniors who have completed 101 and have completed or are taking one of the following: 203, 204, 209, 210, Political Science 201, 304. Three hours. *Mrs. Killough.*

312 (2) *. ECONOMIC STATISTICS. Economic statistics, with special emphasis on the techniques of time series analysis and the construction of index numbers. Probability theory and multiple and partial correlation. Consideration of the place of the quantitative method in economics. Open to juniors and seniors who have completed 211 or, by permission of the chairman of the department, to students who have completed Mathematics 205, and have completed or are taking any other course of grade II in economics. Laboratory conferences will be arranged. Three hours. *Mr. Clemence.*

313 (2). SEMINAR. SELECTED TOPICS IN ECONOMIC MOVEMENTS AND THEORIES. In 1952–53 topics selected for study will cut across or integrate aspects of two or more fields of finance such as money and banking, public finance, corporation finance, international finance, and financial history. Open to seniors and graduate students, approved by the chairman of the department, who have taken eighteen hours in economics. Two consecutive hours each week with a third at the pleasure of the instructor. Three hours. *Mr. Smith.*

314 (2). INTERNATIONAL ECONOMIC RELATIONS. Industrial founda-

* Offered in alternate years.

tions of international trade. Theories of international trade and capital movements. Institutions of international trade and finance. The international economic position of various countries. Open to juniors and seniors who have completed 101 and have completed or are taking 204, 209, or 210, or who are majoring in geography, history or political science and have completed or are taking a grade II course in their major subject. Three hours. *Mrs. Killough.*

315 (2) *. HISTORY OF ECONOMIC THOUGHT. The development of economic thought from ancient to modern times. A brief survey of early economic ideas, followed by a more detailed examination of the history of economics since 1776. The systems of the leading economists in the light of their own times and of the present day. Open to juniors and seniors who have completed 101 and who have completed or are taking six additional hours in economics. Three hours. *Mr. Clemence.* (Not offered in 1952–53.)

316 (2) *. MODERN ECONOMIC THOUGHT. Recent developments in economic thought, and their significance for theory and policy. Reading and discussion of contemporary economic literature. Open to juniors and seniors who have completed 101 and who have completed or are taking six additional hours in economics. Three hours. *Mr. Clemence.*

320 (2). POPULATION PROBLEMS. For description and prerequisites, see Sociology 320.

350. RESEARCH OR INDEPENDENT STUDY. To a limited number of advanced students wishing to do individual work outside of regular courses the department is prepared to offer a course of directed reading, to be tested by examination or final paper. Students desiring to register for such a course must secure the approval of the chairman of the department in advance of the time at which electives are due. Two to three hours for a semester or four to six hours for a year.

RELATED COURSE

The attention of students who are interested in the teaching of economics is called to Education 308, The Teaching of Social Studies in the Secondary School.

EXEMPTION EXAMINATION

The department is prepared to offer an examination for advanced standing covering the field of introductory economics.

* Offered in alternate years.

EDUCATION

Associate Professor: ISABELLA MCLAUGHLIN STEPHENS[1], M.A.
Instructor: ROBERT GLENN TEMPLETON, M.A. (Acting Chairman)
Lecturers: HENRY CHARLES BORGER, JR., M.A.
ESTHER PASTENE EDWARDS, M.A.
MYRTLE AGNES STUNTZNER, M.A.
DIRECTOR OF THE ANNE L. PAGE MEMORIAL SCHOOL

The department of Education offers both undergraduate and graduate courses. Eighteen hours of work may be counted toward the B.A. degree. A more detailed statement of the requirements for the degree of Master of Arts in Education may be found in the *Graduate Circular*.

200 (1), (2). PRINCIPLES OF EDUCATION. A preliminary study of the educative process. Human development contrasted with organic growth. Education as training and as self-directed activity. The meaning of a liberal education. Open to sophomores who have had or are taking a course in philosophy or psychology, and to juniors and seniors without prerequisite. Three hours. *Miss Edwards, Mr. Templeton.*

201 (2). HISTORY OF EDUCATIONAL IDEAS AND INSTITUTIONS. The development of educational ideas and institutions. The course includes readings from the works of leaders in educational thought. Prerequisite, 200. Three hours. *Mr. Templeton.*

202 (1), (2). THE ELEMENTARY SCHOOL. The school and its relation to society. The teacher's work. Parent education and family life. Conflicting educational policies. The future in education. Visits to neighboring schools. Prerequisite, 200. Three hours. *Miss Edwards, Mr. Borger.*

212 (1). RELIGIOUS EDUCATION. For description and prerequisites, see Biblical History 212. (Not offered in 1952–53.)

300 (1). SECONDARY EDUCATION. The rôle of secondary schools of various kinds within the educational system. Their aims, government, and organization in relation to their social, political, and economic backgrounds. Prerequisite, 200 and a course in psychology. Three hours. *Mr. Borger.*

301 (2). THE TEACHING OF LATIN IN THE SECONDARY SCHOOL. The educational value of Latin studies and their place in the secondary school. Contemporary practice in Latin teaching. Review of authors read in high school with study of the historical and social background of their times. Evaluation of texts. Observation of Latin classes in neighboring schools. Open to seniors who have taken Education 300 and at least 18 hours in the department of Latin; or by permission. This course may be counted toward a 30-hour major in Latin. Three hours. *Miss Robathan (Professor of Latin).*

[1] Absent on leave.

303 (2). THE TEACHING OF FRENCH IN THE SECONDARY SCHOOL. The principles underlying the teaching of French, with special reference to the learning capacities of secondary school pupils. The integration of modern foreign languages with other studies in the curriculum. The equipment of the teacher and her department. The organization of courses in French, including the choice and use of texts and other materials. Observation of French classes in neighboring schools. Open to seniors who have taken 300 and whose college course includes at least 18 hours in the department of French, six of which are grade III. This course may be counted toward a major in French. Three hours. *Miss Dennis* (*Professor of French*).

305. THE EDUCATION OF THE YOUNG CHILD. The study of infants and young children as developing personalities and participating members of society responding to and becoming aware of educational influences. A survey of the theory and practice of early childhood education. An examination of recent research findings and current problems. Four hours a week of observation and participation at the Page Memorial School are an integral part of the work of the course. Open to seniors who have taken 200 and a course in psychology, and to graduates. Six hours. *Miss Stuntzner.*

307 (2). THE TEACHING OF ENGLISH IN THE SECONDARY SCHOOL. A study of the rôle of language in thought and communication. Recent trends in English teaching and modern methods of encouraging secondary school pupils in the arts of reading and writing. A study of the contribution that literature can make to the personal development of young people. Visits to schools, libraries, etc. Open to seniors whose college course includes at least 18 hours in the department of English, and who have taken Education 300. Three hours. (Not offered in 1952–53.)

308 (2). THE TEACHING OF SOCIAL STUDIES IN THE SECONDARY SCHOOL. Methods of encouraging high school students in an understanding of the society in which they are living and of its historical development. The relations between the kinds of knowledge developed in the separate social studies and the methods whereby a preliminary understanding of these relations may be encouraged in high school students. The particular problems that arise in teaching the social study in which students have specialized. Visits to neighboring schools. Open to seniors majoring in history, economics, political science, sociology, or geography, who have taken Education 300. Three hours. (Not offered in 1952–53.)

310. SEMINAR. Contemporary philosophies of education in their relation to their historical background and to contemporary educational practice. Open to graduates and seniors approved by the department. Six hours. By permission of the department either semester

may be counted as a semester course. *Mrs. Alper* (*Associate Professor of Psychology*).

350. RESEARCH OR INDEPENDENT STUDY. Subject determined by the preparation and interests of the individual student. The work will be under direction of one or more members of the department. Students wishing to study methods of teaching special subjects in which the department does not offer courses are advised to consult the chairman of the department as to possibilities of their making such study under this heading. Open, by permission, to graduates and seniors. Two to six hours.

DIRECTIONS FOR ELECTION

Students who intend to teach should (in their sophomore year if possible) consult a member of the department concerning city and state requirements for the certificate to teach. In a majority of states these requirements include from fifteen to eighteen hours in education; a few states require twenty-four hours. Plans should be made in the sophomore year for completion of the necessary courses in education in the junior and senior years.

In making their plans students should bear in mind that in addition to courses in the education department there are others given in other departments which are especially appropriate for teacher preparation and which may be recognized as such by some state certification officers. Among them are, for example: Psychology 101 or 103, 201, 207, 219, 310, 313, 314; Sociology 103, 104, 201, 202, 211, 322; Philosophy 101, 206. Students interested in elementary teaching should remember the importance of preparation in the social studies, especially in American history and geography.

A student wishing special preparation for teaching may plan a five-year integrated course leading to a Bachelor of Arts degree at the end of the fourth year and a Master of Arts in Education at the end of the fifth.

Such programs as those indicated below may be arranged for the fifth year:

I. Primarily for secondary school teachers.
   12 hours in any of the following: 201, 300, 301, 303, 307, 308, 310.
   12 hours in the subject or subjects she proposes to teach.

II. Primarily for teachers of young children.
   305, 310, and 12 hours in one or more departments other than education, to be arranged in conference with the department.

ANNE L. PAGE MEMORIAL SCHOOL

Director: MYRTLE AGNES STUNTZNER, M.A.

The Anne L. Page Memorial School, as the college laboratory school, is an integral part of the Wellesley College educational program.

It is a center for child study, observation, and participation for students from all departments of the College.

The school is for children from three through eight years of age. Its work is based on the recognition of the value of child study in the education of children and in their development as free and responsible human beings. The program of the school is one which recognizes that the early years of a child's life are significant in laying down the whole pattern of his personality.

ENGLISH

Professors: EDITH CHRISTINA JOHNSON, PH.D.
KATHARINE CANBY BALDERSTON, PH.D.
ELLA KEATS WHITING, PH.D.
GRACE ETHEL HAWK, B.LITT.OXON.
WALTER EDWARDS HOUGHTON[1], PH.D.

Associate Professors: EMMA MARSHALL DENKINGER, PH.D.
MARY ELEANOR PRENTISS, M.A.
CHARLES WILLIAM KERBY-MILLER, PH.D.
MARY RUTH MICHAEL[3], PH.D.
EVELYN KENDRICK WELLS, M.A. (Chairman)

Assistant Professors: ROBERTA MARGARET GRAHAME, PH.D.
KATHERINE LEVER, PH.D.
SYLVIA LEAH BERKMAN[1], PH.D.
MARY DOYLE CURRAN, PH.D.
VIRGINIA FLEMING PRETTYMAN, PH.D.
HELEN STORM CORSA, PH.D.
SEYMOUR BETSKY, PH.D.
PATRICK FRANCIS QUINN, M.A.
MARION HOPE HAMILTON, PH.D.

Instructors: BEVERLY JOSEPH LAYMAN[5], M.A.
JUSTINE DEXTER DYER, M.A.
ROBERT ERWIN GARIS, M.A.
THOMAS COLBURN MOSER, M.A.
DAVID RUSSELL FERRY, M.A.
MARY ELKINS MOLLER[4], M.A.
CONSTANCE BRICKETT BRUZELIUS[4], M.A.

Lecturer: JEAN GLASSCOCK, M.A.

100.* REQUIRED COMPOSITION. First semester: exposition. Emphasis on use of source materials. Weekly themes or their equivalent. Sec-

[1] Absent on leave.
[3] Absent on leave for the second semester.
[4] Appointed for the first semester only.
[5] Appointed for the second semester only.
* Students making only D in the first semester of 100 will be placed in a special section for the second semester to give them more practice in writing.

ond semester: critical and interpretative writing; description; simple narration. Fortnightly themes or their equivalent. Required of freshmen. This course may not count toward a major in English. Six hours. *Miss Prentiss, Miss Grahame, Miss Lever, Miss Prettyman, Miss Corsa, Mr. Betsky, Mr. Quinn, Miss Hamilton, Mr. Layman, Miss Dyer, Mr. Garis, Mr. Moser, Mr. Ferry, Mrs. Moller, Mrs. Bruzelius.*

100a (1). CONTINUATION COURSE IN COMPOSITION. A practical course in various types of expository writing designed to give training in analysis, and in the organization and effective presentation of ideas. Required of students who have made D grade in the second semester of 100. Three hours. *Miss Hamilton.*

101. ENGLISH LITERATURE OF THE RENAISSANCE. A study of Elizabethan literature with emphasis on Sidney, Spenser, and Shakespeare. Designed to illustrate the spirit of the age and its literary achievement, and to develop a critical understanding of important continuing types of literature. Open to all undergraduates. Six hours. *Miss Wells.*

102. THE INTERPRETATION OF LITERATURE. The close reading and critical evaluation of poetry and fiction. In 1952–53, the reading will center on Shakespeare's Sonnets, Pope and Eliot for poetry; Joyce and Faulkner for the short story; Dickens and James for the novel. Open to all undergraduates. Six hours. *Mrs. Curran, Miss Prettyman, Mr. Quinn, Mr. Garis, Mr. Moser, Mr. Ferry.*

104. SURVEY OF ENGLISH LITERATURE. The analysis, through lectures, reading, and discussion, of representative English authors and works, chosen primarily to illustrate: the permanent spirit and developing characteristics of a people; the moods of successive periods; shifts and varied emphases in taste and ideas. Open to all undergraduates. Certain sections will be reserved for juniors and seniors. Six hours. *Miss Hawk, Miss Wells, Miss Lever, Miss Hamilton, Miss Dyer, Mr. Garis.*

107. INTERPRETATIONS OF MAN IN WESTERN LITERATURE. For description and prerequisites, see Interdepartmental Courses 107. See also footnote on page 75.

108 (2). BALLADS AND FOLK SONGS. English and American traditional songs today. Their poetry, music, folklore, legend, connection with other folk expressions (dance, tale, play, etc.). Their reflection of earlier societies and their influence on present culture. Conditions of survival, as observed especially in the southern Appalachians. Open to all undergraduates. Three hours. *Miss Wells.*

WRITING WORKSHOPS

Courses 200–203 inclusive are planned as workshops in writing, with informal group meetings, sometimes fewer than three times a week, and

frequent individual conferences. While the emphasis is on constant practice in writing, each course requires a critical reading of pertinent examples of the type of writing being studied. Courses 301–305 inclusive continue the same plan at an advanced level.

200 (1), (2). SHORT NARRATIVE AND DRAMA. Particularly the short story and the one-act play. Open to students who have completed the requirement in English composition. Not open to students majoring in English who have completed three semesters of grade II work in writing or who are taking another writing course.* Three hours. *Miss Prentiss, Miss Grahame, Mrs. Curran.*

201 (1), (2). THE ESSAY. Personal, critical, and biographical. Prerequisite, same as for 200. Three hours. *Miss Johnson, Miss Prentiss.*

202 (2). POETRY. The writing of short lyrics and study of the art and craft of poetry. Prerequisite, same as for 200. Three hours. *Miss Grahame.*

203 (1), (2). JOURNALISTIC WRITING. News story, editorial, review and special article. Prerequisite, same as for 200. Three hours. *Miss Glasscock.*

---

210 (1), (2). MODERN POETRY. English and American poetry and poets, recent and contemporary. Open to sophomores who have taken six hours of literature in the department, and to juniors and seniors without prerequisite. Three hours. *Miss Grahame, Mrs. Curran.*

212 (1), (2). MODERN ENGLISH DRAMA. The history of the drama of England and America from 1879 to our own day, with study of the influence of Ibsen and other continental dramatists. Prerequisite, same as for 210. Three hours. *Miss Denkinger.*

217 (1). MILTON. A critical study of Milton as a master of lyric, epic, and dramatic poetry, and as a writer of notable prose. The character and genius of the poet, as influenced by the political and religious conflict of the time. Prerequisite, same as for 210. Three hours. *Miss Hawk.*

218 (1). THE ENGLISH NOVEL: THE RISE OF THE TYPE. The growth of the English novel in the period from Defoe through Jane Austen, with special consideration of the outlook and narrative technique of

* If such students were exempted from course 100 at midyears, they may take a fourth semester of grade II work in writing.

the great novelists. Prerequisite, same as for 210. Three hours. *Mr. Kerby-Miller, Miss Corsa.*

219 (2). THE ENGLISH NOVEL IN THE NINETEENTH CENTURY. A study of several major novelists in the period from Dickens through Conrad and of the reflections in their works of the artistic, social, and intellectual movements during the period. Prerequisite, same as for 210. Three hours. *Mr. Kerby-Miller, Miss Corsa, Miss Grahame, Mr. Betsky.*

220 (2). CHAUCER. A study of Chaucer's poetry, tracing the development of his art and showing the relation of his work to the social and literary background of his time. Prerequisite, same as for 210. Three hours. *Miss Corsa.*

221 (1). HISTORY OF ENGLISH DRAMA TO 1642. Medieval popular religious drama, sixteenth century types of comedy, the development of Elizabethan tragedy with emphasis upon the tragic hero of Marlowe and his influence, seventeenth century satiric plays, tragedy and tragicomedy. Prerequisite, same as for 210. Three hours. *Miss Lever.*

222 (2). HISTORY OF ENGLISH DRAMA, 1660–1900. The Restoration drama, eighteenth and nineteenth century plays selected to represent critical standards and popular taste, and the beginning of modern drama. Open to students who have taken 221. Three hours. *Miss Lever.*

223 (1). AMERICAN LITERATURE. The beginnings of American literature and the social conditions out of which it grew, followed by a consideration of American writers through Melville. Emphasis upon major figures. Prerequisite, same as for 210. Three hours. *Miss Michael, Mr. Quinn.*

224 (2). AMERICAN LITERATURE. American writers from Whitman to the present time. Emphasis upon major figures. Open to students who have taken 223. Three hours. *Mr. Quinn.*

230. THE ROMANTIC POETS. Major emphasis upon the poetry and criticism of Blake, Wordsworth, Coleridge, Shelley, Byron, and Keats. Prerequisite, same as for 210. Six hours. *Miss Prettyman.*

WRITING WORKSHOPS

301 (1), (2). THE SHORT STORY. Writing of short stories of different types, together with practice in critical evaluation of student work. Prerequisite, one grade II Workshop and department permission. Three hours. *Miss Prentiss, Miss Grahame.*

304. FICTION AND DRAMA. Techniques of dramatic and narrative writing, with their application in a play—which may be original or

a dramatization of an approved work—and a sustained long narrative. Open to seniors who have completed 301, and to graduate students. Six hours. *Miss Johnson.*

305 (1). JOURNALISTIC WRITING. The magazine article and other types of expository and journalistic writing. Stress on original and effective methods of presentation and the development of a finished expository style. Open to juniors and seniors who have completed one grade II Workshop. Three hours. *Mr. Kerby-Miller.*

---

307 (1). CRITICISM. Study of the basic principles of the great critics with their practical application to specific literary works. Special attention to modern trends in criticism. Lectures, discussions, and occasional papers. Open to juniors and seniors who have completed or are taking six hours of grade II in English and, by permission, to specially qualified non-majors who have not met the prerequisites. Three hours. *Miss Johnson.*

308 (1), (2). THE MODERN NOVEL. Major trends in the development of the novel in the twentieth century with relation to its shifting points of emphasis in form and purpose. Representative authors will be studied to indicate the influences of modern psychological and social forces and of movements in allied arts upon the novel of this century. Open to juniors and seniors who have either (1) completed a course of grade I literature and are taking six hours of grade II literature in the department, or (2) completed six hours of grade II literature in the department. Specially qualified non-majors who lack the prerequisite may be admitted to this course by permission of the department. Three hours. *Miss Johnson.*

309. SHAKESPEARE. Shakespeare's development as dramatist and poet, studied through twenty plays. Some consideration of his debt to his contemporaries, his use of Elizabethan ideas, his theater, representative source studies, Shakespearean criticism, theories of tragedy. Prerequisite, same as for 308. Six hours. *Miss Balderston, Miss Denkinger.*

310 (1). POPE AND SWIFT. Pope and Swift considered as representative writers of neo-classicism and rationalism, and as masters of satire. Prerequisite, same as for 308. Three hours. *Miss Balderston.*

311 (2). THE AGE OF JOHNSON. The second half of the eighteenth century studied as a period of transition between the neo-classic and romantic eras. Dr. Johnson will be the center of the course, and the periphery will include Goldsmith, Boswell, Burke, Gray, Cowper, Blake,

and Burns. Prerequisite, same as for 308. Three hours. *Miss Balderston.*

312 (2). HISTORY OF THE ENGLISH LANGUAGE. A study of the English language with emphasis upon growth and structure and upon the relation of the language to the literary expression of English-speaking people. Open to juniors and seniors who have completed or are taking six hours of grade II in English and, in addition, to students who are concentrating in foreign languages. Three hours. *Miss Whiting.*

313 (2). THE AGE OF DRYDEN. The revolt against Puritanism and the growth of rationalism. The lyric poetry of Dryden, Waller, and others; the diaries of Pepys and Evelyn; John Bunyan; the satire of Butler, Dryden, and the Restoration Wits; developments in prose style; and the rise of periodical literature, with emphasis upon Defoe, Steele, and Addison. Prerequisite, same as for 308. Three hours. *Mr. Kerby-Miller.*

314 (1). VICTORIAN PROSE. The prose of Arnold, Mill, Newman and Ruskin, studied with special reference to Victorian conceptions of politics, science, religion, and aesthetics. Prerequisite, same as for 308. Three hours. *Mr. Betsky.*

315 (2). VICTORIAN POETRY AND CRITICISM. The poetry of Tennyson, Browning, Arnold, Morris, and Hopkins studied in connection with the criticism of Ruskin and Arnold. Prerequisite, 230 or 314. Specially qualified non-majors who have not completed the prerequisites may be admitted by permission. Three hours. (Not offered in 1952–53.)

316 (2). SEVENTEENTH CENTURY POETRY AND PROSE EXCLUSIVE OF MILTON. The stress and conflict of an age of transition, presented through the innovations of Donne and Jonson in poetry, and of Bacon, Browne, Burton, and Taylor in prose. Brief study of Cavalier and religious poetry. Prerequisite, same as for 308. Three hours. *Miss Hawk.*

317 (1). AMERICAN LITERATURE. Intensive study of a period. In 1952–53 the subject will be the rise of realistic fiction in the United States (1870–1914). Prerequisite, same as for 308. Three hours. *Miss Michael.*

323 (1). SEMINAR. Intensive study of two or three major works of the thirteenth and fourteenth centuries, including *Piers Plowman* and the Arthurian Romance. Open, by application, to seniors who have completed six hours of grade III in literature, to specially qualified juniors, and to graduate students. Three hours. *Miss Corsa.*

325 (1). SEMINAR. Intensive study of some aspect of the sixteenth cen-

tury. (Not offered in 1952–53.) Prerequisite, same as for 323. Three hours.

329 (2). SEMINAR. Intensive study of a period or an author. In 1952–53 the subject will be Donne and other metaphysical poets of the seventeenth century. Prerequisite, same as for 323. Three hours. *Miss Hawk.*

350. RESEARCH OR INDEPENDENT STUDY. Permission to register for this course must be obtained before electives are handed in. Three or six hours. The amount of work contemplated must be indicated at the time of handing in the electives.

DIRECTIONS FOR ELECTION

The above courses, with certain exceptions, may be elected to fulfill the distribution requirement in Group I. These exceptions are writing courses and 312.

Courses 100 and 100a count for the Bachelor of Arts degree but do not count toward the major.

The major will include a concentration of 30 hours.* A semester grade II workshop is required. At least 18 hours of literature must be elected, of which 15 are to be before the modern period. For students interested in writing, a sequence of practice courses is provided, but no two writing courses may be taken simultaneously. In applying for enrollment in seminars, students of at least B— standing in the work of the department will have first consideration.

All students majoring in English should shape their programs with the following expectations clearly and constantly in view:

(1) to know representative works of a variety of great writers in English;
(2) to relate these works to the culture of their times;
(3) to read closely and critically;
(4) to write not only with ease and accuracy but with regard for literary form and expression.

EXEMPTION EXAMINATION

Freshmen and sophomores who secure the permission of the chairman may qualify for entrance to grade II work in literature by passing an advanced-standing examination covering the material of course 104.

RELATED COURSES

Courses in English history, in at least one foreign literature in the original language or in translation, and in the outlines of European

* In special cases, with the permission of the department, a major of 24 hours may be permitted.

thought are of great value to the student of English. See, for example, History 103, 213, 217; Philosophy 203 and 214; Greek 104 and 203; Latin 105, Italian 103, Russian 201, Education 200 and 307; and, when not considered as part of the major in English, Interdepartmental 107.†

FRENCH

Professors: ANDRÉE BRUEL, DOCTEUR DE L'UNIVERSITÉ DE PARIS.
DOROTHY WARNER DENNIS, B.A., DIPL.E.U.
FRANÇOISE RUET LIVINGSTON, M.A., AGRÉGÉE DE L'UNIVERSITÉ.
EDITH MELCHER, PH.D. (Chairman)

Assistant Professors: RENÉ MARIE GALAND, PH.D.
PIERRE EMILE DEGUISE, AGRÉGÉ DE L'UNIVERSITÉ.

Instructors: LILIANE JULIETTE FABRE, LIC. D'ANGLAIS.
FRANÇOISE BOREL, LIC. D'ANGLAIS, DIPL. E.S.
PAULINE NEWMAN, DOCTEUR DE L'UNIVERSITÉ DE PARIS
HARRIETTE STRIPLING, DOCTEUR DE L'UNIVERSITÉ DE PARIS

Lecturers: JEANETTE MCPHERRIN, M.A.
ANNE CUTTING JONES, PH.D.
GERMAINE LAFEUILLE, AGRÉGÉE DE L'UNIVERSITÉ, PH.D.

All courses of the department are conducted in French. Oral expression is stressed.

Attention is called to the opportunity for residence in the French Center, Tower Court.

Well qualified juniors will be allowed to spend the year in Paris with the foreign study group of Sweet Briar College.

101. ELEMENTARY COURSE. Intensive oral work, training in composition, reading of selected texts as an introduction to French life, with special study of Paris. Open to students who do not present French for admission. Three class periods and one period of laboratory work. Six hours. *Miss Dennis, Miss Jones, Miss Stripling.*

102. PARIS AND THE PROVINCES. Provence, Brittany, the Basque country, and other regions of France studied in modern authors. Short stories and novels serve as a basis for intensive oral and written work. Prerequisite, 101, or two admission units in French. Three class periods and one period of laboratory work. Six hours. *Miss*

† Since Interdepartmental 107 deals primarily with literature in translation, a student deciding to major in English after taking this course may count it in the major only if she follows a course of summer reading under the direction of the department.

Jones, Mrs. Livingston, Miss Fabre, Miss Borel, Miss Newman, Miss Stripling.

103. STUDIES IN CONTEMPORARY FRENCH LIFE AND THOUGHT. Selected modern texts: novels, drama, poetry. Stress on grammar, vocabulary, and pronunciation. Frequent written work and oral practice. Prerequisite, three admission units in French. Students whose classroom work has been conducted mainly in English are advised to elect this course rather than 104. Six hours. *Mr. Deguise, Miss McPherrin, Miss Fabre, Miss Newman, Miss Stripling.*

104. STUDY OF FRENCH MASTERPIECES. The aim of this course is to acquaint students with French methods of literary study through the reading of works of various periods against their historical background. Grammar review. Emphasis on oral expression and practice in writing. Prerequisite, three admission units in French, or 102. Students whose classroom work has been conducted mainly in French are advised to elect this course rather than 103. Not open to students who have taken 103. Six hours. *Miss Bruel, Mr. Galand, Miss Borel, Miss Lafeuille.*

200. FRENCH LITERATURE THROUGH THE CENTURIES. First semester: survey of the Middle Ages and the Renaissance, the seventeenth century, and the eighteenth century to Voltaire. Second semester: Voltaire to the present. Class discussion of selected masterpieces, short papers, outside reading. Prerequisite, 103, 104, or four admission units in French; by permission, 102. Six hours. *Miss Melcher, Mr. Deguise, Mr. Galand, Miss Newman, Miss Lafeuille.*

201. BACKGROUND OF FRENCH CULTURE. French art and literature interpreting the social and political history of France. First semester: Middle Ages and Renaissance. Second semester: seventeenth and eighteenth centuries. This course serves as a basis for advanced literature courses and for an understanding of modern France. Prerequisite, 103, 104, or four admission units in French; by permission, 102. Six hours. *Mrs. Livingston, Miss Dennis.*

202. STUDIES IN LANGUAGE. I. Composition, translation, grammar. Weekly written work. Prerequisite, 103, 104, or four admission units in French; by permission, 102. Two hours. *Mrs. Livingston.*

204. THE MIDDLE AGES AND THE RENAISSANCE. The development of French literature from the *Chanson de Roland* through the sixteenth century, with emphasis on such landmarks as *Tristan et Iseult, Le Roman de la Rose*, and works by Villon, Rabelais, the poets of the Pléiade, and Montaigne. The medieval texts are read in modern French versions. Recommended to students planning to major in French. Prerequisite, 103, 104; exceptionally 200, 201. Six hours. *Miss Bruel.*

205. STUDIES IN LANGUAGE. II. Composition, translation, grammar, Weekly written work. Stress on translation. Prerequisite, 200, 201. 202, 204, or 212–213; open to others by permission. Two hours. *Miss Borel.*

206. FRENCH SPEECH. I. A comparison of French and English speech habits with scientific training in French diction and intonation. Individual and choral recitation. Work with phonograph records. Frequent recording of students' voices. Open to students who have completed 104, to those who have taken or are taking a grade II or a grade III course in French, and, by permission, to students who have completed 102 or 103. Specially recommended to students majoring in French. Two class periods a week and one hour of practice work. Two hours. *Miss Dennis.*

209 (1). CONVERSATION. Intensive practice in the spoken language. Emphasis on systematic study and use of new vocabulary through oral reports and class discussion. Reading of French periodicals, newspapers, or recent books, to give some insight into contemporary French life and current events while providing material for practice in free oral expression. Prerequisite, 103, 104, or any grade II course in French. Two hours. *Miss Fabre, Miss Lafeuille.*

210 (2). CONVERSATION. The method of this course is the same as that of 209 and the subject matter is similar. Both 209 and 210 may be taken in the same year. Prerequisite, 103, 104, or any grade II course in French. Two hours. *Miss Fabre, Miss Lafeuille.*

212 (1). FRENCH DRAMA BEFORE THE REVOLUTION. A survey of the theater in the Middle Ages, the Renaissance, the seventeenth and eighteenth centuries. Prerequisite, 104 or a six-hour course of grade II, or, by permission, 103. Two hours. By special arrangement with the instructor, three hours. *Miss Melcher.*

213 (2). FRENCH DRAMA IN THE NINETEENTH AND TWENTIETH CENTURIES. A study of the *drame romantique*, the comedy of manners, the problem play, the *théâtre libre*, and trends in contemporary drama. Prerequisite, 104, 212, or a six-hour course of grade II. Two hours. By special arrangement with the instructor, three hours. *Miss Melcher.*

300. THE PRE-ROMANTIC AND ROMANTIC PERIOD (1750–1850). The awakening of sensibility; romanticism in nineteenth-century French literature. Among the authors studied are Diderot, Rousseau; Mme. de Staël, Chateaubriand; Lamartine, Vigny, Hugo, Musset; Stendhal, Balzac. Open to students who have completed 200, 201, 204, or 212–213; also to seniors who are taking six hours of grade II. Six hours. *Miss Melcher, Miss Lafeuille.*

301. CLASSICISM AND THE AGE OF ENLIGHTENMENT (1600–1750). The development of French classical literature in the seventeenth century, and the awakening of liberal ideas during the early years of the eighteenth century. Among the authors studied are: Descartes, Pascal; Corneille, Molière, Racine; La Fontaine; Boileau, La Bruyère; Bossuet; Montesquieu, Voltaire. Open to juniors and seniors who have completed 204, 212–213, or 300; by special permission, 200, 201. Six hours. *Mr. Deguise.*

303 (2). THE TEACHING OF FRENCH IN THE SECONDARY SCHOOL. For description and prerequisites, see Education 303.

305. THE EVOLUTION OF THE FRENCH NOVEL. Intensive reading of representative masterpieces: medieval romances and stories; *Gargantua* and *Pantagruel;* novels of the classical period and eighteenth century, such as *l'Astrée, la Princesse de Clèves, Manon Lescaut, la Nouvelle Héloïse;* nineteenth century, including works of Stendhal, Balzac, Flaubert, Maupassant, and Barrès. Open to juniors and seniors who have completed 204 or 212–213, or who have taken or are taking a grade III course. Six hours. *Miss Bruel.*

307. CONTEMPORARY FRENCH LITERATURE. First semester: the evolution of French poetry from Baudelaire to the surrealists, with special study of Baudelaire. Second semester: the masters of French prose during the same period: Proust, Gide, Mauriac, Giraudoux, Montherlant, Sartre. Open to seniors who have completed 300, 301, or 305. Six hours. *Mr. Galand.*

308 (1). STUDIES IN LANGUAGE. III. Advanced composition and translation. Open to juniors and seniors who have completed or are taking a six-hour course of grade III, and, by permission, to juniors and seniors who have completed 205. Two hours. *Mrs. Livingston.*

310 (2). STUDIES IN LANGUAGE. III. Advanced composition and translation as in 308, with different subjects and texts. Primarily for students who have completed 308. Prerequisite, same as for 308. Two hours. *Mrs. Livingston.*

313. FRANCE TODAY. The social, economic and cultural aspects of contemporary France. Open to juniors and seniors who have completed six hours of grade II or by special permission of the department. Two hours. *Miss Bruel.*

316. FRENCH SPEECH. II. Advanced scientific training in French diction and intonation with the aid of modern recording equipment. Study of varied texts and practice in oral composition and self-expression. Open to students who are taking 308 and 310, or by special permission. Two hours. (Not given in 1952–53.)

320. SEMINAR. CURRENTS OF THOUGHT IN THEIR RELATIONSHIP TO FRENCH LITERATURE. The analysis and interpretation of a selected subject such as the rise and evolution of the democratic ideal in France, the French Renaissance, conflicts of ideas in the eighteenth century, the evolution of French romanticism, trends in present-day literature. Open to graduates and approved seniors. Six hours. (Not given in 1952–53.)

321. MEDIEVAL LANGUAGE AND LITERATURE. Open to graduate students who have completed twenty-four hours of college French, and, by permission, to seniors who have completed the same amount of work. Six hours. *Miss Bruel.* (Not given in 1952–53.)

322 (1). SEMINAR. INTENSIVE STUDY OF ONE AUTHOR. PROSE. The life and works of a prose writer in relation to the social history and literary trends of the period. A single author of outstanding importance will be selected, such as Montaigne, Pascal, Molière, Voltaire, Rousseau, Balzac, Flaubert, or Proust. Open to graduates and approved seniors. Three hours. (Not given in 1952–53.)

323 (2). SEMINAR. INTENSIVE STUDY OF ONE AUTHOR. POETRY. Similar to 322. The author studied might be one of the following: Racine, Lamartine, Victor Hugo, Baudelaire, Paul Valéry. Open to graduates and approved seniors. Three hours. (Not given in 1952–53.)

350. RESEARCH OR INDEPENDENT STUDY. Open, by permission, to graduates and to approved seniors who have completed at least one full grade III course in French and are taking another full grade III course. Two to three hours for a semester or four to six hours for a year. The amount of work contemplated must be stated at the time of handing in electives.

DIRECTIONS FOR ELECTION

Courses 104, 200, 204, 212–213, and grade III courses (except 308, 310, 313, 316) may be elected to fulfill the literature requirement in group I.

I. Course 101 counts for the degree but does not count towards a major.

Course 102 counts for the major only if directly followed by a six-hour course of grade II.

Students planning to major in French (with the exception of those who carried a grade II course in their freshman year) should not elect a second course of grade II without permission of the department.

II. Courses 202 taken in the sophomore year, 205 in the junior year,

and 308, 310 in the senior year will be valuable to students majoring in French. Courses 206 and 316 will give intensive training in diction.

III. Students majoring in French are advised to include 301 in their program. Students proposing to elect 307 in the senior year are advised to elect 300, or 301 in the junior year.

IV. Special attention is called to Education 303. This course may be counted toward a major in French.

RELATED COURSES SUGGESTED FOR ELECTION

History 210 and 211 are especially important for French majors.

Students who may wish to do graduate work in French are advised to begin the study of a second modern language.

The following courses are suggested for a sound program of related work:

French 300: English 230, German 204, 305, Italian 202.

French 301: Greek 203, Latin 105, and courses in Italian and Spanish literature which include the sixteenth and seventeenth centuries; Philosophy 214.

French 305: English 218, 219, Spanish 302, 305.

French 307: English 210, 308, German 312, Italian 201, Spanish 204.

GEOLOGY AND GEOGRAPHY

Professor: LOUISE KINGSLEY, PH.D.
Associate Professor: ELIZABETH EISELEN, PH.D. (Chairman)
Instructors: JACK RICHARD VILLMOW, M.S.
HENRY WHITNEY ALLEN, M.A.
Secretary and Custodian: MARGARET MARSH STEELE, B.A.
Lecturer: RUSSELL GIBSON [4], PH.D.

101.* GENERAL GEOLOGY. First semester: physiography. A course designed to develop understanding of the physical features of landscapes, by explaining the processes by which land forms originate and are modified, and the rocks and minerals of the earth's crust upon which these processes work. Many areas in the United States and elsewhere are studied as illustrations. Foundations are laid for interpreting past geologic history, and for understanding the relations of topographic features to human occupation.

Second semester: historical geology. The origin of the earth and the

[4] Appointed for the first semester only.

* The first semester of Geology 101 may be elected, to be followed by Geography 102 in the second semester (see Geography, page 53). Students more interested in geography than in historical geology are advised to elect this combination. The first semester may be elected separately by juniors and seniors who have taken a full year of laboratory science in another department.

sequence of geologic events by which its present characters have been developed, including the origin of valuable mineral deposits. The evolution of life on the earth.

Open to all undergraduates. Six periods a week: in general, three of lecture or discussion and three of laboratory. Occasional afternoon field trips will be substituted for laboratory work. Six hours. *Miss Kingsley, Mr. Allen, Mr. Villmow.*

GEOLOGY

103 (1)*. GEMOLOGY. A study of precious and semi-precious stones: geologic occurrence; properties necessary for identification and appreciative understanding of relative value and beauty. History of gems and gemology. Laboratory work includes some cutting of semi-precious stones. Open to all undergraduates. Two periods of lecture and two of laboratory. Counts toward a major in geology but not for distribution. Three hours. *Miss Kingsley.* (Not offered in 1952–53.)

202 (1). MINERALOGY. A study of minerals, including those which are economically valuable and those which are essential constituents of rocks. Identification and determination of the composition of all the better known minerals by means of physical properties and blowpipe analysis. The modes of occurrence of minerals and the industrial uses to which they are put. Prerequisite, Geology 101 or 103, Chemistry 101, or Interdepartmental Courses 106. Two three-period appointments for lecture and laboratory. Three hours. *Mr. Gibson.*

203 (2). CARTOGRAPHY. For description and prerequisites, see Geography 203.

204 (1). GEOMORPHOLOGY. Advanced study of land forms, with illustrations from many parts of the world, and reading from original sources. Comparison of the conceptions of American and European geomorphologists. Shore processes and glacial features studied in the field. Emphasis in laboratory work on methods by which the development of land forms is determined, such as study of aerial photographs and making of projected profiles. Prerequisite, 101 or Geography 102. Four hours a week; in general, two of lecture and two of laboratory. Occasional field trips will be substituted for class work. Three hours. *Mr. Allen.* (Not offered in 1952–53.)

205 (1)*. PALEONTOLOGY. The facts and principles of organic evolution as revealed by the life of the past. The steps in the development from simple, generalized forms to more complex and specialized types illustrated by a comparative study of fossils. Prerequisite, Geology 101,

* Offered in alternate years.

Zoölogy 101, or Botany 101. Four hours a week of lecture and laboratory. Three hours. *Miss Kingsley.*

206 (2). REGIONAL GEOLOGY OF NORTH AMERICA. A systematic study of the United States, Canada, and Mexico by physiographic provinces, dealing with the geologic history, the kinds of rocks (including the economically important rocks), the structures and their relations to topography. Prerequisite, 101. Four hours a week; in general, three of lecture and one of laboratory. Three hours. *Miss Kingsley.*

312 (2)*. CRYSTALLOGRAPHY. Crystal systems. Principles of optical crystallography. Determination of minerals by means of their optical properties. Students interested in minerals will find good correlation between Geology 202, 103, and 312. Open to juniors and seniors who have completed 202. Juniors and seniors majoring in chemistry or in physics may be admitted to the course upon the recommendation of the two departments concerned. Two two-period appointments for lecture and laboratory. Three hours. *Mr. Allen.*

314 (1). STRUCTURAL GEOLOGY. Description and interpretation of rock structures. The origin and structure of mountain ranges. Opportunity is offered for individual study of areas of special interest. Laboratory work includes interpretation of geologic maps, the drawing of cross-sections, and graphical solution of problems. Open to juniors and seniors who have completed 101 and a grade II course in geology. Two two-period appointments for lecture and laboratory, with occasional field trips. Three hours. *Miss Kingsley.*

315 (2). VULCANISM AND IGNEOUS ROCKS. Extrusive and intrusive phases of vulcanism. Description, identification, and origin of igneous and related metamorphic rocks. Particular emphasis is placed on regional studies. A portion of the work will consist of individual reports on special areas. Open to juniors and seniors who have completed 101 and 202. Two two-period appointments for lecture and laboratory, with occasional field trips. Three hours. *Miss Kingsley.*

316 (2)*. ECONOMIC GEOLOGY. A study of economically valuable mineral deposits, both metallic and non-metallic. The origin, composition, and geological and mineralogical relations of these deposits; their geographic distribution and political significance. Open to juniors and seniors who have completed 101 and 202. Two two-period appointments for lecture, class discussion, and laboratory. Three hours. *Miss Kingsley.* (Not offered in 1952–53.)

350. RESEARCH OR INDEPENDENT STUDY. The subject of study will be determined by the preparation of the student and by her special interests. Her work will be under the direction of the member of the

* Offered in alternate years.

department in whose field the subject lies. Open, by permission, to juniors and seniors who are majoring in the department. Three hours for a semester or six hours for a year.

Summer Field Courses. The department will recommend summer field courses given by other colleges (dealing chiefly with the Rocky Mountain region) to interested students who have completed one year or more of geology at Wellesley. Credit may be given for such courses provided the student's plans are approved in advance by the department.

Geography

102 (2). Introductory Geography. World distribution, and the principles underlying distribution, of the various elements of the natural environment: relief features, soils, climates, natural vegetation, water and mineral resources. Types of human adjustments to environment. Resultant world cultural patterns. Open to students who have completed the whole or only the first semester of 101. Six periods a week; in general, three of lecture or discussion and three of laboratory. Occasional afternoon field trips will be substituted for laboratory work. Three hours. *Miss Eiselen, Mr. Villmow.*

203 (2). Cartography. Principles governing choice of projection, scale, and grid in map making; methods of depicting relief; use of aerial photographs in photomapping; evaluation of source materials. Opportunity in laboratory for map projects chosen to suit the special interests of the student. Open to juniors and seniors without prerequisite, and to sophomores who have completed 101 or 102. Four periods a week; in general, two of lecture and two of laboratory. Three hours. *Mr. Villmow.*

208 (1), (2). The Geography of Europe. A study of man's adjustments to physical environment in Europe. Topography, climate, and other environmental factors in their relation to the early rise of civilization in Europe, the distribution of races and languages, the partition of the continent into political units, and economic development. Detailed study of selected countries of major interest to American students. Consideration of geographic relationships involved in postwar reconstruction problems. Open to juniors and seniors without prerequisite, and to sophomores who have completed 101 or 102, or who are planning to major in history, economics, or political science. Three hours. *Mr. Villmow.*

209 (1), (2). The Geography of the United States, Canada, and Alaska. A study of man's economic activities as related to environmental factors in the major geographic regions of the United States, Canada, and Alaska. Particular consideration is given to geographic

factors concerned with current economic problems. Open to juniors and seniors without prerequisite, and to sophomores who have completed 101 or 102, or who are planning to major in history, economics, or political science. Three hours. *Miss Eiselen.*

303 (2). THE GEOGRAPHY OF MIDDLE AMERICA. A geographic study of Mexico, the countries of Central America, and the Caribbean Islands; the environmental background for the formation of the many political units and for the economic development of the various countries and natural regions. Open to juniors and seniors who have completed 102 or a course in regional geography; also to juniors and seniors who have completed or are taking History 214, Political Science 207, or are majoring in Spanish. Three hours. *Miss Eiselen.*

304 (1). THE GEOGRAPHY OF SOUTH AMERICA. The physiographic features, climates, and resources of South America; the influence of these factors upon the colonization of the continent by Europeans, upon the formation of independent political units, and upon the present and possible future economic development of the various countries. Open to juniors and seniors who have completed 102 or a course in regional geography; also to juniors and seniors who have completed or are taking History 214, Political Science 207, or are majoring in Spanish. Three hours. *Miss Eiselen.*

305 (1). SEMINAR: GEOGRAPHIC PROBLEMS IN AFRICA AND THE MIDDLE EAST. Topics are assigned to students for independent investigation. Reports of individual work are presented weekly. Open to graduate students and to approved seniors. Three hours. *Miss Eiselen.*

306 (1). CONSERVATION OF NATURAL RESOURCES. A study of the natural resources of the United States with a view to understanding the need for and the principles governing their conservation. The course includes consideration of the problems of floods, soil erosion, utilization of arid and semi-arid lands, preservation of forests, and intelligent use of mineral and fuel supplies. Open to juniors and seniors who have had 101, 102, or a course in regional geography or are majoring in economics or botany; or by special permission. Counts toward a major in geography but not for distribution. Three hours. *Miss Eiselen.*

308 (2). THE GEOGRAPHY OF ASIA. A geographic study of Asia as a whole and of selected political units of the Eurasian continent. These units are Asiatic countries with the exception of the Soviet Union, of which the European, as well as the Asiatic, portion is studied. The course examines the geographic background of various problems of current world importance which have their roots in the geography of Asia. It gives opportunity for application of principles developed in earlier regional courses in interpreting human adjustments to environment in

oriental countries. Open to juniors and seniors who have completed 208. Three hours. *Mr. Villmow.*

350. RESEARCH OR INDEPENDENT STUDY. The subject of study will be determined by the preparation of the student and by her special interests. Her work will be under the direction of the member of the department in whose field the subject lies. Open, by permission, to juniors and seniors who are majoring in the department. Three hours for a semester or six hours for a year.

DIRECTIONS FOR ELECTION

GEOLOGY. A geology major must include 101. Grade II courses should be selected with a view to the type of advanced work which the student desires. Advice from the department should be secured. A summer field course in western United States is suggested as a good background for advanced courses. Geography 306 and the regional courses correlate well with geology. Chemistry is desirable for students majoring in geology. Those intending to do graduate work should consult the department for advice in the selection of related courses.

GEOGRAPHY. A geography major should include the first semester of 101, 102, 208, 209, and at least twelve hours of grade III work in geography. Students who wish to major in geography will find that this work correlates well with Geology 204 and with work in history, economics, and other social sciences. For advanced work in the subject, both French and German are useful.

By permission, six hours of closely correlated work in history will be accepted as part of a major in geography.

The attention of students who are interested in the teaching of geography is called to Education 308, The Teaching of Social Studies in the Secondary School.

An interdepartmental major program in Natural Resources and Conservation is described on page 144.

EXEMPTION EXAMINATION

Students with exceptional preparation in either geology or geography may apply for an exemption examination.

GERMAN

Professor: MARIANNE THALMANN, PH.D.
Associate Professors: MAGDALENE SCHINDELIN, PH.D. (Chairman)
BARBARA SALDITT, PH.D.

The language of the classroom in all courses is almost exclusively German. The student thus has constant practice in hearing, speaking, and writing German. Capable students in 101 have the opportunity, by doing special

reading during the summer and upon approval of the Chairman, to omit 102 and proceed with 202, an introductory course in German literature. A summer term at the German School, Middlebury College, is recommended as stimulating and helpful.

101. ELEMENTARY COURSE. Study of fundamental elements of German grammar; frequent written exercises; reading of short stories; special emphasis on oral expression. Open to students who do not present German for admission. Four class periods. Six hours. *Miss Thalmann, Miss Schindelin, Miss Salditt.*

102. INTERMEDIATE COURSE. Extensive reading with emphasis on vocabulary building; review of fundamental principles of grammar; frequent composition and oral expression; discussion of German culture. Prerequisite, 101 or two admission units in German. Six hours. *Miss Schindelin, Miss Salditt.*

104. OUTLINE HISTORY OF GERMAN LITERATURE. First semester: an introduction to German literature from its beginning to the seventeenth century. Second semester: an introduction to the seventeenth and eighteenth centuries, Schiller and Goethe. Open to freshmen who present three or more admission units in German. Six hours. *Miss Salditt.* (Not offered in 1952–53.)

202. INTRODUCTION TO GERMAN LITERATURE. A study of the development of German literature and its cultural background from 800–1800. Works read and discussed are: the *Hildebrandslied*, selections from the *Nibelungenlied*, the works of Wolfram, Gottfried, Hartmann, the Minnesingers; *Volkslied*, selections from Luther, Hans Sachs, Lessing, Herder, Schiller, Goethe. Prerequisite, 102 or, by permission, 101. Open to freshmen who present three or more admission units in German. Six hours. *Miss Salditt, Miss Schindelin.*

204. GOETHE AND SCHILLER. Their lives and their works. Their literary growth studied with emphasis on their development from "Sturm und Drang" to classicism and considered in relation to eighteenth century literature in general. Prerequisite, 104 or 202. Six hours. *Miss Salditt.*

206. CONVERSATION. Practice in the use of the spoken language. Class discussions based on readings in newspapers, periodicals, and other contemporary materials. Prerequisite, 102 or, by permission, 101. Two hours. *Miss Thalmann.*

207 (1). ADVANCED COMPOSITION AND CONVERSATION. Intensive work in written and oral German; composition, translation, grammar. Prerequisite, 202 or 206, or, by permission, 104. Two hours. (Not offered in 1952–53.)

208. GERMAN LIFE AND THOUGHT IN THE NINETEENTH AND TWENTIETH

CENTURIES. The development of intellectual and aesthetic trends in the nineteenth and twentieth centuries. Varied literary texts; pamphlets, letters, memoirs of musicians, scholars, artists, and statesmen. Open to students who have completed 104 or 202 and, by special permission, to other students with sufficient knowledge of German. Six hours. *Miss Thalmann.* (Not offered in 1952–53.)

209 (2). LINGUISTICS. Study of the structure of the German language: advanced syntax, morphology, semantics, with emphasis on synonomy. Prerequisite, 202 or 206 or, by permission, 104. Two hours. (Not offered in 1952–53.)

304 (1). GOETHE'S FAUST. Study of the pre-Goethean development of the Faust legend in its more important literary forms. Intensive study of Goethe's *Faust*, Part I; extensive study of Part II. Open to seniors who have completed six hours of grade II and to juniors by special permission. Three hours. *Miss Thalmann.*

305 (2). THE GERMAN ROMANTICISTS. A study of early romantic philosophy and significant writers of the period: Schelling, Novalis, the Schlegels, Tieck, E. T. A. Hoffmann, Schopenhauer. Prerequisite, at least one course of grade III. Three hours. *Miss Thalmann.* (Not given in 1952–53.)

306 (2). FROM LESSING TO HERDER. Literary trends in the eighteenth century. Extensive selections from Lessing, Herder, and Winckelmann. Open to juniors and seniors who have completed 304. Three hours. *Miss Salditt.* (Not offered in 1952–53.)

308 (2). SEMINAR. STUDIES OF REPRESENTATIVE AUTHORS IN NINETEENTH CENTURY LITERATURE. Prerequisite, one course of grade III. Three hours. *Miss Thalmann.*

312 (1). LITERATURE OF THE MODERN PERIOD. Aspects and tendencies of twentieth century literature. Introduction to the literary work of Thomas Mann and R. M. Rilke. Open to students who have completed 204 or 208 and to seniors by special permission. Three hours. *Miss Schindelin.*

350. RESEARCH OR INDEPENDENT STUDY. Open to graduate students, and, by permission, to seniors. Three hours for a semester or six hours for a year. *Miss Thalmann.*

DIRECTIONS FOR ELECTION

To fulfill the literature requirement in group I, students may elect courses 104, 202, 204, 208, and grade III courses.

Course 101 may be counted for the degree but not for the major.

Course 102 may count for the major.

Students who start with 101 in college and desire to major in German should consult the department in order to obtain permission to omit 102 and take 202 and 206.

Students intending to major in the department are requested to take 104 or 202 and at least twelve hours of grade III work.

Students intending to teach German will be recommended by the department only if they have taken from six to twelve hours of grade III.

GREEK

Professors: HELEN HULL LAW, PH.D. (Chairman)
BARBARA PHILIPPA MCCARTHY, PH.D.

101. BEGINNING GREEK. The aim of this course is to acquire the ability to read with understanding the great works which were written in Greek. The learning of forms, syntax, and vocabulary is accompanied from the beginning by the study of brief passages from a wide range of poets and prose writers. More extended reading in the second semester from Herodotus, Plato, and Euripides. Open to students who do not present Greek for admission. Six hours. *Miss McCarthy, Miss Law.*

102. MODERN GREEK. Practice in reading and speaking the Greek of today. Open by permission of the instructor. Two hours. *Miss McCarthy.* (Not given in 1952–53.)

104 (2). CLASSICAL MYTHOLOGY. The more important myths of the classical period in relation to the literature, art, and religion of ancient times; their influence on the literatures and art of succeeding periods. Open to all undergraduates. Three hours. *Miss Law.*

201 (1). PLATO. *Apology, Crito* and selections from the *Phaedo.* The personality of Socrates and his position in the development of Greek thought. Prerequisite, 101 or two admission units in Greek, or by permission. Three hours. *Miss Law.*

205 (2). HOMER. Selected books of the *Iliad.* Prerequisite, 201 or by permission. Three hours. *Miss McCarthy.*

202 (2). HOMER. Selected books of the *Odyssey* or other material selected to meet the needs of the class. This course is intended primarily for those who have already studied the *Iliad.* Prerequisite, 201. Three hours. *Miss Law.*

203 (1). GREEK LITERATURE IN ENGLISH TRANSLATION: EPIC, TRAGEDY. The *Iliad* and *Odyssey*, and plays of Æschylus, Sophocles, and Euripides. The origin of epic poetry and tragedy and their influence on later literature. Open to juniors and seniors without prerequisite, and to sophomores who have completed a course in literature in any department. Three hours. *Miss McCarthy.*

301. GREEK DRAMA. Reading and study of plays of Æschylus, Sophocles, Euripides and Aristophanes. Prerequisite, 205 or 202, or by permission. Six hours. *Miss Law.*

302. GREEK POETRY FROM HOMER THROUGH THEOCRITUS. Epic, lyric, and pastoral poetry. Prerequisite, 205 or 202. By permission, students may elect either semester as a semester course. Six hours. *First semester, Miss Law; second semester, Miss McCarthy.*

306. GREEK PROSE FROM HERODOTUS THROUGH LUCIAN. Reading from Herodotus, Thucydides, Plato and Lucian, chosen according to the interests of the class. Prerequisite, 205 or 202. By permission, students may elect either semester as a semester course. Six hours. *Miss Law.* (Not offered in 1952–53.)

350. RESEARCH OR INDEPENDENT STUDY. Open to seniors by permission, and to graduate students. Three hours for a semester or six hours for a year.

DIRECTIONS FOR ELECTION

To fulfill the literature requirement in group I, students may elect any course in Greek except 101, 102.

Courses 104 and 203 may not be counted toward a major in Greek.

Students majoring in Greek are advised to elect some work in Latin. Their attention is also called to the courses in Greek history, Greek art, and Greek philosophy.

Students interested in archeology are referred to the interdepartmental major in classical archeology (see page 142).

Qualified students may fulfill the second semester of the Biblical history requirement by electing Biblical History 210, THE FIRST THREE GOSPELS IN GREEK.

HISTORY

Professors: EDWARD ELY CURTIS, PH.D.
JUDITH BLOW WILLIAMS, PH.D.
EVELYN FAYE WILSON, PH.D. (Chairman)
Associate Professors: HENRY FREDERICK SCHWARZ, PH.D.
CHARLOTTE ELIZABETH GOODFELLOW, PH.D.
Assistant Professors: JOHN HEWITT MITCHELL, PH.D.
EDWARD VOSE GULICK, PH.D.
JOSEPH LEWIS SULLIVAN, M.A.
Instructors: ALICE BIRMINGHAM COLBURN, M.A.
PATRICIA HOCHSCHILD, M.A.

101. MEDIEVAL AND EARLY MODERN EUROPE. A study of the origins of modern European civilization and the modification of political, social,

and economic institutions and concepts under changing conditions: the development of Christianity and Christian churches; the assimilation of the heritage of the ancient world; feudalism and the rise of the middle class; and the development and expansion of the national state. Open to all undergraduates. This course, 102 or 103 is prerequisite to later election. Six hours. *Miss Wilson, Mr. Mitchell, Miss Hochschild.*

102. MODERN EUROPEAN HISTORY. A survey of the European world in the seventeenth century. The evolution of modern Europe as determined by such movements as colonial expansion, economic and political revolutions, ideological changes, and international relations. The emergence of present world problems. Open to all undergraduates. This course, 101 or 103 is prerequisite to later election. Six hours. *Mr. Schwarz, Mr. Mitchell, Mr. Gulick, Mr. Sullivan.*

103. HISTORY OF WESTERN THOUGHT. The basic ideas which have moulded western civilization traced in their development from classic times in relation to the major trends in western European history. Illustrated by reading from works of great historical importance. Open to sophomores, juniors, and seniors who have not taken History 101 or 102 and, by permission, to freshmen who have some knowledge of European history. Six hours. *Mrs. Colburn.*

200. HISTORY OF EUROPE FROM THE DECLINE OF ROME TO THE PRESENT TIME. The development, out of medieval society, of national states, industrialization, European expansion overseas, world conflicts. Modern efforts to restore a sense of unity to society. (Primarily for nonmajors.) Open to juniors and seniors, except those who have taken 101 or 102. Six hours. *Mr. Schwarz.*

202 (1), (2). EUROPE IN THE TWENTIETH CENTURY. The causes and course of the War of 1914–18, the peace settlements, revolutions and the emergence of communism, fascism and national socialism, social and economic tension, rivalries among the powers, the recent conflict. Prerequisite, six hours in history or political science or economics. Three hours. *Mrs. Colburn.*

205 (2). COLONIAL AMERICA. The foundation and growth of the British colonies in America. Emphasis upon colonial policy and administration, and upon the causes and course of the American Revolution. Open to juniors and seniors without prerequisite, and to other students who have completed six hours in history or who have completed or are taking Economics 204, English 223, Geography 209, Philosophy 204. Three hours. *Mr. Curtis.*

206*. CENTRAL EUROPE. A survey of Central Europe—Germany,

* Offered in alternate years.

Poland, Bohemia, and the Danube Valley—since the fourteenth century; the political evolution of the states in this area, with emphasis on social and cultural developments and relationships. Open to students who have completed six hours in history or who are giving special attention to the study of German. Six hours. *Mr. Schwarz.*

209*. Modern Russia. The expansion of the Russian state under the imperial and communist regimes; efforts at reform in the eighteenth and nineteenth centuries, the growth of revolutionary movements, the Bolshevik seizure of power, and the continuing problems of the Soviet government. First semester, Muscovy and the Empire to the end of the nineteenth century; second semester, the tsarist failure and the new totalitarianism. By permission either semester may be taken independently. Open to all seniors, to juniors who have completed or are taking another course in history, and to sophomores who have completed six hours. Six hours. *Mr. Sullivan.* (Not offered in 1952–53.)

210 (1). The Age of Louis XIV in France. Society and government in France during the "golden age" of absolutism. A study of the nature of the absolute monarchy and foreign relations under Louis XIV, with analysis of the social and intellectual life of the age. Prerequisite, six hours of history; no prerequisite to those giving special attention to the study of French. Three hours. *Mr. Mitchell.*

211 (2). The Enlightenment, The French Revolution, and Napoleon. An analysis of the intellectual, social, and political forces in France after 1715 which combined to produce the crisis of 1789. Followed by a study of the era of the Revolution and Empire, with emphasis on the new social and political ideals of this period and on the relations of France with Europe. Prerequisite, same as for 210. Three hours. *Mr. Mitchell.*

213. History of England. A general survey of English history, political, social, economic, and cultural, with special emphasis on England's contributions to the modern world. Some attention to England's oversea expansion and the formation of the British Empire. Open to sophomores, juniors, and seniors who have completed six hours in history or are giving special attention to English literature, political science, economics, or sociology. Six hours. *Miss Williams.*

214 (1). The Rise of the Latin-American Republics. A survey of the exploration and conquest of the New World by the Spaniards. Spanish colonial policy and the causes of the revolutionary movement. The wars of liberation and the emergence of the present republics, with

* Offered in alternate years.

special reference to the recent history of Mexico, Brazil, and Argentina. Prerequisite, six hours in history. No prerequisite to sophomores, juniors, and seniors who are majoring in Spanish, or have completed Geography 303 or 304, Political Science 207, or Sociology 204. Three hours. *Mr. Curtis.*

217. THE RENAISSANCE AND REFORMATION IN EUROPE. A study of relationships between economics, politics, and culture in western Europe, 1300–1600: the rise of capitalism and the middle class, the renaissance state, and humanism in its various aspects. In the second semester, the Protestant revolt and the Catholic reformation. By permission, either semester may be taken independently. Prerequisite, six hours in history or art. Six hours. *Miss Wilson.*

221 (1). THE FOUNDING OF AMERICAN NATIONALITY, 1787–1865. The framing and adoption of the Constitution, the founding of political parties, the westward movement, the rise of the slave power, irrepressible conflict and the Civil War. Open to juniors and seniors without prerequisite, and to other students who have completed six hours in history or who have taken or are taking Economics 204, Geography 209, Philosophy 204, or Political Science 201 or 202. Three hours. *Mr. Curtis.*

222 (2). THE EMERGENCE OF MODERN AMERICA, 1865 TO THE PRESENT TIME. Political and economic reconstruction, the New South, the Cleveland era, the rise of progressivism, global wars and retreat from isolationism, the advent of the New Deal. Prerequisite, same as for 221. Three hours. *Mr. Curtis.*

225 (1). INTERNATIONAL RELATIONS: THE FAR EAST. China and Japan in the nineteenth and twentieth centuries, with emphasis on their distinctive cultures, the impact of the West on those cultures, the Chinese revolution, Japanese expansion, and the emergence of Chinese communism. Special attention to the interests of Europe and America in the Far East. Open to all seniors, to juniors who have taken or are taking another course in history, and to sophomores who have completed six hours. Three hours. *Mr. Gulick.*

300. ASPECTS OF EUROPEAN CONSTITUTIONAL DEVELOPMENT. An historical analysis of the nature of and the different forms in which political authority has been embodied in various periods from Rome to the twentieth century. Among the types of regime selected for particular study will be the Roman Empire, the feudal regime, the early modern monarchy, and the liberal state and its rivals. Prerequisite, 12 hours in history. Specially qualified students who have not completed the prerequisite may be admitted by permission. Six hours. *Mr. Mitchell.* (Not offered in 1952–53.)

302*. Civilization of Greece. A study of the Near Eastern civilizations by which the Greeks were influenced. The social, economic, and political development of the Greek city-state; the most significant aspects of Greek civilization for the Western World. Museum trips, illustrated lectures, and readings from works of the great writers. Open to juniors and seniors who have taken or are taking six hours of grade II in history; no prerequisite to those who are giving special attention to the classics or Greek philosophy. By permission of the instructor the first semester may be taken independently. Six hours. *Miss Goodfellow.*

303*. Civilization of Rome. Rome's experiments in government and the attempts of her statesmen to solve the social and economic problems of the Republic and Empire; Rome's culture and legacy to the modern world. Museum trips, illustrated lectures, and readings from the sources. Open to juniors and seniors who have taken or are taking six hours of grade II in history; no prerequisite to those who are giving special attention to the classics. By permission of the instructor the first semester may be taken independently. Six hours. *Miss Goodfellow.* (Not offered in 1952–53.)

304. England Under the Tudors and Stuarts. The Renaissance and Reformation in England; Puritanism and its accompanying democratic ideals; the constitutional struggles of the sixteenth and seventeenth centuries; social and economic changes initial to the founding of the British Empire. Open to juniors and seniors who have completed 12 hours in history. Six hours. *Miss Williams.* (Not offered in 1952–53.)

305. Diplomatic History of Europe since 1789. Problems of European diplomacy and statecraft from 1789 to the present, with emphasis on the Congress of Vienna, the Eastern Question, Bismarck, the causes of World War I, peacemaking in 1919, and the causes of World War II. Open to juniors and seniors who have had twelve hours of history, including three hours of modern history; by permission, to specially qualified students in political science or economics who have had History 102 or 200. Six hours. *Mr. Gulick.*

306. British History since 1815. Postwar problems and conditions in England in 1815. The significant developments in the political, social, and intellectual history of Great Britain and the British Empire, and England's part in world affairs, until the present. During the first semester, political, social, and cultural developments in England will be emphasized, while foreign relations and imperial affairs will be stressed in the second. By permission of the instructor, either semester may

* Offered in alternate years.

be taken independently. Open to juniors and seniors who have completed nine hours in history or Economics 209. Six hours. *Miss Williams.*

307. AMERICAN FOREIGN RELATIONS. The most significant diplomatic problems which have arisen as the result of war, westward expansion, the growth of foreign commerce, immigration, and the challenge of totalitarianism. The origin of important treaties, the development of the Monroe Doctrine, and the evolution of the United States into a world power. Open to juniors and seniors who have completed twelve hours in history or nine hours in history and Economics 314, or who have taken or are taking Political Science 208 or 301. Six hours. *Mr. Curtis.*

308 (2). EUROPEAN IMPERIALISM SINCE 1870. Survey of European overseas empires from 1870 to the present, tracing their growth, their special problems, the development of colonial nationalism, and the great changes after World War II. Emphasis on the motives and on the prominent theories of imperialism. Primary attention to Africa, Southern Asia, and Indonesia. Open to juniors and seniors who have completed 12 hours in history or nine hours in history and Economics 314. Three hours. *Mr. Gulick.*

309. MEDIEVAL CULTURE FROM ST. AUGUSTINE TO DANTE. A study of society, thought, and learning in the early middle ages, the influence of Byzantine and Moslem civilizations in the West, the medieval renaissance, and the synthesis of the thirteenth century. Open to juniors, seniors, and graduates who have had a course of grade I or II, or are taking a course of grade III, in medieval history, art, literature, or philosophy. Six hours. *Miss Wilson.*

312 (2)*. INTERNATIONAL RELATIONS: THE NEAR EAST. The evolution of European interest in the critical area between the Eastern Mediterranean and the Persian Gulf during the decline of the Turkish Empire in the nineteenth century with emphasis on twentieth century conflicts resulting from national aspirations and economic tensions. Open to juniors and seniors who have either (1) completed a course of grade I and have taken or are taking six hours of grade II in history, or (2) completed six hours of grade II in history. Specially qualified non-majors who have not had the prerequisites may be admitted by permission. Three hours. *Mr. Sullivan.*

313 (1)*. RUSSIA IN TRANSITION. A CENTURY OF RUSSIAN CIVILIZATION. Life and thought in Russia since the middle of the nineteenth century. Changes in political institutions, social structure, ethical and

* Offered in alternate years.

artistic standards, with special attention given to prominence and significance in Russian history of Tolstoy, Dostoyevski, and Lenin. Prerequisite, same as for 312. Three hours. *Mr. Sullivan.*

314*. Political and Cultural History of Germany since the Seventeenth Century. A study of German society, and the evolution of the intellectual and artistic life of Germany against the background of political institutions and relationships, from the middle of the seventeenth through the nineteenth century. Attention will be given to the diversity of German culture and to the effect of outside influences and their assimilation. Open to juniors and seniors who have completed or are taking six hours of grade II in history. Specially qualified students who have not completed the prerequisite may be admitted by permission. Six hours. *Mr. Schwarz.* (Not offered in 1952–53.)

315 (2). Seminar. The changing conceptions of history and history-writing as illustrated by a study of selected historians from Herodotus to the present time. Emphasis upon the relation of these conceptions to the intellectual background out of which they developed and their influence upon contemporary historical thought. Open to graduate students and approved seniors who are majoring in history. Three hours. *The Teaching Staff.*

350. Research or Independent Study. By consultation with the department, students may arrange for from two to six hours of individual work. Open, by permission, to juniors and seniors who have completed or are taking a course of grade III in history. Two to six hours. The amount of work contemplated must be indicated at the time at which electives are due.

Directions for Election

Students electing history may choose any of the introductory courses 101, 102 or 103, but not more than one of these courses may be counted in a program of concentration.

For purposes of the general examination in history required of major students, the work of the department has been distributed among five fields: (1) Ancient, (2) Medieval and Early Modern to 1648, (3) Modern European, (4) American and Latin-American, (5) International relations (includes also foreign policy, diplomatic history, imperialism, British Empire). A student concentrating in history will normally distribute her elections so as to include at least a semester's work above the level of grade I in *three* of these fields.

It is suggested that students who propose to teach history elect at least four courses in the department. Attention is called to Education 308, The Teaching of Social Studies in the Secondary School.

* Offered in alternate years.

EXEMPTION EXAMINATION

Students who before entering college have had unusual preparation in European history with regard to both amount and type of training may apply for examination for exemption from the requirement for distribution, or for entrance directly into grade II work. In addition to the evidence offered by the examination, they will be expected to give further indication of their training by submitting papers prepared in secondary school for their classes in history.

HYGIENE AND PHYSICAL EDUCATION

Professor: RUTH ELLIOTT, PH.D. (Chairman)
Associate Professors: ELIZABETH BEALL, PH.D.
ADA ROBERTA HALL, PH.D.
ASSOCIATE PROFESSOR OF ZOÖLOGY.
KATHARINE FULLER WELLS, PH.D.
ELINOR MARIE SCHROEDER, PH.D.
Assistant Professors: MARION ISABEL COOK, M.A.
EVELYN KATHRYN DILLON, PH.D.
Instructors: JEAN KNAPP MARSH, M.A.
MARIAN KINNAIRD SOLLEDER, M.A.
BEVERLY ANNE BULLEN, M.S.
DOROTHEA M. BREDING, M.ED.
Teaching Assistant: MARY JEAN PYATT, B.S.

Special Lecturers: ANDREW ROY MACAUSLAND, M.D., ORTHOPEDICS.
CLIFFORD L. DERICK, M.D., INTERNAL MEDICINE.
SAMUEL R. MEAKER, M.D., MENSTRUAL FUNCTION.
BRITTON F. BOUGHNER, B.P.E., RECREATION.

Registrar: MARION DOROTHY JAQUES, B.A.
Musician for the Dance: KATHRYN R. HODGSON.

I. UNDERGRADUATE COURSES

The Department of Hygiene and Physical Education, through its program adapted to individual needs and abilities, aims to help each student to build up sufficient strength and vitality to meet the demands of a normally active life; to appreciate and practice fundamental health habits; to develop a normal carriage, a sense of rhythm, coördination and motor judgment; to be a coöperative and contributing participant in group activity; and to acquire skill and a lasting interest in wholesome forms of recreation.

Two hours a week of physical education activities are required for freshmen and sophomores. The activity program of each year is divided into three seasons: fall, winter, spring.

Activity Requirement: The department requires that during their first two years at college students should take: (1) at least two seasons of individual sport (either the same or different sports); (2) at least one season of group

activity (i.e. team sport, modern dance, or square dance); (3) fundamentals of movement and conditioning during the first month of the winter season in the freshman and sophomore years regardless of activity elected.

A student's choice of activity is subject to the approval of the department, on the basis of the results of the medical and physical examinations, and the student's previous experience. If a student can demonstrate a fair degree of skill in an individual sport, or if she has a Junior or Senior Life Saving Certificate, she may substitute other activities for individual sports. Methods courses in the technique of teaching sports may be substituted for part of the activity requirement. Prerequisite, skill, and permission of the instructor.

Posture Requirement: Every student is expected to attain a grade of at least C minus on her posture photograph. Failure to meet this requirement at the end of the second year of indoor work will necessitate enrollment in course 125 until the standard is attained or until the end of the winter season of the senior year. The 122 winter grade will be withheld until this requirement is fulfilled.

121 and 122. ACTIVITIES FOR FRESHMEN AND SOPHOMORES. Choice of the following: *Fall:* Archery, canoeing, diving, golf, hockey, modern dance, riding, rowing, swimming (elementary), tennis, volley ball. *Winter:* Badminton, basketball, fencing, modern dance, riding, senior life saving, square and round dancing, squash, swimming, synchronized swimming. Every winter activity will be preceded by a short unit of fundamentals of movement and conditioning. *Spring:* Archery, canoeing, diving, golf, lacrosse, modern dance, riding, rowing, swimming (elementary), tennis. Required of freshmen and sophomores, two periods a week. *The Staff.*

124 and 125. POSTURE AND BODY MECHANICS FOR FRESHMEN AND SOPHOMORES. Recommended for freshmen and sophomores whose orthopedic condition indicates the need of individually planned exercise. Two hours a week in the winter, with 121 and 122 fall and spring. *Miss Wells, Miss Pyatt.*

126. VOLUNTARY ACTIVITIES FOR ALL STUDENTS. Students may elect with the permission of the department any of the activities listed under 121 or 122. Open to all students and faculty. Two hours a week in the fall, winter, or spring terms. *The Staff.*

131. MODIFIED ACTIVITIES FOR FRESHMEN. *Fall:* Choice of archery, canoeing, golf, tennis, volley ball. *Winter:* Fundamentals of movement and conditioning, and recreational activities. *Spring:* Choice of archery, canoeing, golf, tennis. Required of freshmen whose physical condition indicates the need of modified activities. Two hours a week. *Miss Schroeder.*

II. PROFESSIONAL TRAINING IN HYGIENE AND PHYSICAL EDUCATION FOR UNDERGRADUATE AND GRADUATE STUDENTS

In June 1953 work for the degree of Master of Science in

Hygiene and Physical Education and the teaching certificate in the Department will be withdrawn and the undergraduate program as described in the following pages will be revised.

Professional courses in hygiene and physical education are offered to both undergraduate and graduate students. The courses are designed (1) to fit students to become specialists in the field of physical education, recreation and health work; (2) to provide basic training for those who wish to combine with other teaching, work as assistant in physical education, or camp and recreational work.

UNDERGRADUATE ELECTIVES

Though there is no major in hygiene and physical education, 207, 208, and 303, counting toward the B.A. degree, and courses 202, 203, 204, 217, 218, may be elected with the consent of the instructor of the course and the student's class dean. Successful work in selected theory and activity courses should enable such students to assist in physical education or recreation under the guidance of trained specialists. Specially qualified freshmen and sophomores may elect methods courses 202, 203, 204 in lieu of the required courses 121 and 122. Students are advised to consult the chairman of the department concerning such a plan.

GRADUATE WORK

Graduates of colleges of satisfactory standing are admitted to the graduate work of the department, provided they have completed an undergraduate major in physical education and meet the requirements for admission.

TEACHING CERTIFICATE IN HYGIENE AND PHYSICAL EDUCATION

Candidates for both the Teaching Certificate and M.S. degree in Hygiene and Physical Education should present for admission one year of chemistry (chemistry completed in secondary school may be accepted), one semester of psychology or educational psychology, one semester of principles of education, and six additional hours from one or more of the following fields: anatomy, bacteriology, biology, chemistry, education, hygiene, physics, physiology, psychology, and sociology. Whenever possible the equivalent of mammalian anatomy (Zoölogy 301 and 313) and physiology (Zoölogy 302) should be presented for admission. The following courses are required for the Teaching Certificate in Hygiene and Physical Education: 202 (note required units), 203, 204, 207, 208, 210, 214, 303, 304, 306, 309, 321, 322. Courses 303, 321, 322 also carry credit for the M.S. degree. Gradu-

ate students who have completed a full undergraduate major in physical education should be able to receive credit for a large portion of this requirement. Equivalents of these courses will be accepted in conference with the staff at the time of registration.

It is essential that candidates attain skill before admission, in basketball, hockey, life-saving, modern dance, swimming, badminton or tennis; and as many as possible of the following: archery, badminton, canoeing, golf, tennis. The methods courses in these activities deal primarily with teaching method, organization, and related theory. If a student lacks skill needed for profitable work in any of these methods courses, additional practice will be required in undergraduate classes at Wellesley College. It is desirable to attain skill in other activities, such as folk, square and tap dancing, gymnastics and apparatus, fencing, lacrosse, rowing, soccer, softball, squash, volley ball and winter sports.

The American Red Cross Standard First Aid Certificate and the Senior Life Saving Certificate are required and should be secured before admission.

Master of Science in Hygiene and Physical Education

Graduate students with an undergraduate major in physical education who have qualified for advanced study and research, and have completed or are completing the requirements for the Teaching Certificate, may register for and complete in one year the twenty-four hours required for the M.S. degree in Hygiene and Physical Education. This requirement may be fulfilled by satisfactory completion of twenty-four hours from the following: Hygiene and Physical Education 303, 318, 321, 322, 324, 350, thesis, and, with special permission, graduate courses in closely allied fields.

Courses of Instruction

202. Technique of Teaching Sports. Teaching methods, officiating, organization, equipment: (*a*) Basket ball—two hours a week in the fall. (*b*) Hockey—two hours a week in the fall. (*c*) Swimming—two hours a week, second semester. (*d*) Badminton—one hour a week in the winter. (*e*) Tennis—two hours a week in the spring. (*f*) Archery—one hour a week in the spring. (*g*) Canoeing—one hour a week in the spring. (*h*) Fencing—two hours a week in the winter, second semester. (*i*) Golf—two hours a week in the fall. (*j*) Lacrosse—one hour a week in the spring. (*k*) Squash—one hour a week in the fall. (*m*) Synchronized swimming—one hour a week, first semester. (*p*) Water Safety Instructor Training course—three hours a week, first semester. Required of graduate students: *a, b, c; d or e;* and one additional sport from the following: *d, e, f, g, i.* Prerequisite, basic skills

in each one of the activities elected by the student except in squash. Prerequisite for (*m*), 202 (*c*). *Miss Beall, Miss Schroeder, Miss Wells, Miss Dillon, Miss Breding.*

203. TECHNIQUE OF TEACHING GYMNASTICS, APPARATUS, AND TUMBLING. Lectures on gymnastic terminology, selection and adaptation of material, progression; methods of presentation with practice in teaching. Two hours a week in the winter. *Miss Beall.*

204. TECHNIQUE OF TEACHING RHYTHMIC ACTIVITIES. Rhythmic fundamentals; methods, materials, and practice teaching for elementary school level; music in relation to movement; technique of percussion; folk, square, social, modern and pre-classic dance for various age levels. Prerequisite, elementary modern dance. Six hours. *Mrs. Marsh, Mrs. Hodgson.*

207 (1). MEASUREMENT IN PHYSICAL EDUCATION. The development, use, and interpretation of objective measurement and statistical methods in physical education. For undergraduate students this course may count three hours toward the B.A. degree. *Miss Schroeder.*

208. LEADERSHIP IN PLAY AND RECREATION; CAMP COUNSELING. Growth and development of the child and adolescent; play in education. Selection and adaptation of play activities for different age periods. Principles and methods of teaching. Social recreation programs and municipal recreation departments. Camp counseling. Psychology or educational psychology is prerequisite. Undergraduate students may elect one semester only for credit toward the B.A. degree. Six hours. *Miss Beall, Miss Cook, Miss Dillon.*

210 (1). PHYSICAL EXAMINATION. Organization, purpose, and techniques of the physical examination; types of records; interpretation of findings. Two hours. *Miss Wells.*

214. SUPERVISED TEACHING. Responsible teaching experience, under supervision, in health and physical education programs of elementary and secondary schools, recreation centers, and in college undergraduate classes. Four to eight hours a week. *Miss Cook and the Staff.*

217 (1). MODERN DANCE WORKSHOP. Analysis of technical exercises for intermediate and advanced modern dance classes; development of technical studies in dance form; organization and function of dance groups; the collaborative project on the secondary school and college level; dance production. Lectures, discussion, observations, practical projects. Open to undergraduate students by special permission. Prerequisite, modern dance unit of 204. Two hours. *Mrs. Marsh.*

218 (2). PROBLEMS IN DANCE COMPOSITION. Thematic material, form and design,. methods of development, criteria for evaluation.

Open to undergraduate students by special permission. Prerequisite, modern dance unit of 204. Two hours. *Mrs. Marsh.*

301 (1). Mammalian Anatomy. (Zoölogy 301.) The gross anatomy of bones and muscles. Required of graduate students if not presented for admission. Three periods a week, in general one of lecture and discussion, and two of laboratory, counting two hours. *Miss Waterman.*

313 (2). Mammalian Anatomy. (Zoölogy 313.) The digestive, respiratory, excretory, reproductive, circulatory, and nervous systems. Required of graduate students if not presented for admission. Three periods a week, in general one of lecture and discussion, and two of laboratory, counting two hours. *Miss Waterman.*

302. Physiology. (Zoölogy 302.) The course gives a fundamental knowledge of general physiological processes. Simple physical and chemical studies of living matter. Observations of more complex physiological processes—nutrition, circulation, respiration, excretion, nerve-muscle response, reproduction, endocrine activities. Required of graduate students if not presented for admission. Six periods a week, in general two of lecture and discussion, and four of laboratory, counting six hours. *Miss Hall.*

303. Kinesiology. First semester: study of joint and muscle function; analysis of fundamental movements. Second semester: mechanical principles of human motion; anatomical and mechanical analysis of posture, physical education skills and everyday activities. Course 301 or its equivalent is prerequisite. Course 301 may be taken concurrently. Physics, while not required, is strongly recommended. This course counts six hours toward the B.A. degree, or the M.S. degree in Hygiene and Physical Education. *Miss Wells.*

304. Principles and Philosophy of Physical Education. Study and discussion of the aims and objectives of physical education, including historical development, relation to the general field of education, and analysis of present-day programs and methods in terms of objectives. Four hours. *Miss Elliott.*

306 (2). Organization and Administration. The study of procedures upon which the teaching situation depends; i.e., selection and adaptation of activities, examination and grouping of pupils, testing the results of teaching, evaluation of the teacher and leader, provision of equipment, department organization. Illustrative problems selected from elementary, secondary schools, colleges, and recreation agencies. Two hours. *Miss Elliott.*

309. ORTHOPEDIC AND REMEDIAL PHYSICAL EDUCATION. The study of body mechanics, corrective exercise, and massage. Preparation for teaching corrective physical education. Supervised teaching in the Wellesley College Posture Clinic for Children. Lectures by an orthopedist and observation in orthopedic clinics. The first semester of course 303 or its equivalent is prerequisite. Six hours. *Miss Wells, Dr. MacAusland.*

318. PROBLEMS IN HEALTH, PHYSICAL EDUCATION, AND RECREATION. Discussion of trends and current problems in these fields. By permission students may elect either semester as a semester course. This course counts six hours toward the M.S. degree in Hygiene and Physical Education. *Miss Elliott, Miss Cook, Miss Beall.*

321. APPLIED PHYSIOLOGY. The application of human physiology to the problems of hygiene and physical education. The physiological aspects of exercise, fatigue, coördination, training, growth, functional tests, nutritional standards, and other topics related to the teaching of health and physical education. Hygiene 207 and Zoölogy 302, or their equivalents, are prerequisite. Course 207 may be taken concurrently with the permission of the instructor. Three hours a week of lecture and recitation for a year, and one two-hour laboratory period in the winter, counting six hours. This course counts six hours toward the M.S. degree in Hygiene and Physical Education. *Miss Hall.*

322. HEALTH PROBLEMS OF SCHOOL AND COMMUNITY. Social, economic, and educational influences on health; health agencies at work. Principles and procedures in conducting a health program. Health services, environmental hygiene, instruction and guidance, curriculum construction, methods and materials, appraisals. Special problems in various areas of health education. This course counts six hours toward the M.S. degree in Hygiene and Physical Education. *Miss Cook and Special Lecturers.*

324 (1). METHODS OF RESEARCH. Survey of research methods and techniques applied to and illustrated by various types of study in health, physical education, and recreation. Problems in reporting research; evaluation of completed studies. This course counts three hours toward the M.S. degree in Hygiene and Physical Education. *Miss Schroeder and Members of the Staff.*

350. RESEARCH OR INDEPENDENT STUDY. With the permission of the department, qualified graduate students may arrange for directed individual study in hygiene and physical education. Three to six hours. This course counts toward the M.S. degree in Hygiene and Physical Education. *The Staff.*

INTERDEPARTMENTAL COURSES

103. AN INTRODUCTORY COURSE IN BIOLOGY. A course designed to introduce the student to fundamental biological principles as a basis for an understanding of the nature and the unity of living things and of the place of man in the biologic world. Open to students who have not offered biology for admission. In general, two hours of lecture and discussion and four of laboratory or field work. Six hours. *Mrs. Wilson, Mrs. Houck, Miss Tryon.*

106. AN INTRODUCTORY COURSE IN PHYSICAL SCIENCE. A course designed to acquaint the student with some of the basic concepts of physics and chemistry, the characteristics which these sciences possess in common, and an appreciation of the methods by which the concepts have been developed. Selected fundamental concepts and principles will be studied in a setting which includes both the circumstances surrounding their evolution and their effect on modes of scientific thought. Open to students who do not present chemistry or physics for admission. Three periods of lecture and discussion and one three-period laboratory appointment. Six hours. *Miss H. Jones, Miss Lucy Wilson, and assistants.*

107*. INTERPRETATIONS OF MAN IN WESTERN LITERATURE. Representative views of the nature of man, and of his relation to the universe and society, reflected in the work of major writers of the western world; the expression of their thought in significant artistic form, such as epic, drama, essay. Open to sophomores, juniors, and seniors, and to specially qualified freshmen by permission of the Dean of Freshmen. Six hours. *Miss Taylor, Mr. Layman, Miss Dyer.*

200. HISTORY OF SCIENCE. A course designed to trace the development of scientific ways of thinking and to show how scientific ideas, methods and theories both reflect and influence man's thought in other areas. The subject will be developed chronologically with the aim of giving the student an appreciation and understanding of current scientific work. Open to juniors and seniors who have completed a year's work in a laboratory science and in history or philosophy. This course does not count for distribution. Three periods of lecture and discussion. Six hours. *Miss Webster.*

ITALIAN

Professor: ANGELINE LA PIANA, DOTTORE IN LETTERE. (Chairman)
Assistant Professor: GRAZIA AVITABILE, PH.D.

The language of the classroom is Italian except for occasional necessary explanations of grammar and idioms.

* This course may be elected to fulfill the literature requirement in group I.

A limited number of qualified students are permitted, when practicable, to spend the junior year in Italy with the foreign study group of Smith College.

A summer term at the Italian School, Middlebury College, is recommended.

101. ELEMENTARY COURSE. The fundamental elements of Italian grammar and a general view of Italian civilization through frequent oral and written exercises. Reading aloud with special emphasis on correct pronunciation. Four class periods and five hours of preparation each week. Open to students who do not present Italian for admission. Six hours. *Miss La Piana, Miss Avitabile.*

103. INTRODUCTION TO THE STUDY OF THE ITALIAN RENAISSANCE. First semester: intensive study of the Italian language and of the background for a general knowledge of Italy in the Renaissance. Second semester: reading and discussion of selections from outstanding Italian authors of the period such as: Petrarca, Boccaccio, Vasari, Leonardo da Vinci, Machiavelli, Castiglione, Bandello, Tasso, and Guarino. The language used in the classroom is English. No prerequisite. Open to seniors and, by special permission, to juniors. Six hours. *Miss La Piana.*

201. HISTORY OF ITALIAN LITERATURE IN THE TWENTIETH CENTURY. Emphasis on drama and fiction as represented by the works of D'Annunzio, Pirandello, Deledda, and others. Prerequisite, 101 or equivalent. Six hours. *Miss La Piana.*

202. HISTORY OF ITALIAN LITERATURE IN THE NINETEENTH CENTURY. A study of the literature of the nineteenth century as the expression of the political and philosophical thought of the period. Special emphasis on the works of G. Mazzini, A. Manzoni, and G. Carducci. Prerequisite, 101 or equivalent. Six hours. (Not offered in 1952–53.)

203 (1). INTERMEDIATE ITALIAN. Composition with special attention to syntax, and practical phonetics and conversation. The subject matter of this course will deal chiefly with contemporary Italy. Open to students who have completed 101. Three hours. *Miss Avitabile.*

207. THE REALISTIC AND PSYCHOLOGICAL NOVEL IN THE NINETEENTH CENTURY. An intensive study of the work of G. Verga of the school of realism, and of A. Fogazzaro and the psychological novel. Additional reading and *analisi estetica* of selected poems of G. Parini, U. Foscolo and G. Leopardi. Prerequisite, 101 or equivalent. Six hours. *Miss Avitabile.*

301*. DANTE AND HIS TIME. The outstanding characteristics of the

* It will be the privilege of students in grade III courses to have access to the manuscripts and early—often contemporary—editions of Italian authors contained in the Frances Pearsons Plimpton Collection.

Middle Ages and its writers. The reading of Dante's *Divina Commedia* and *Vita Nuova* in the original and in full. Open, by permission, to juniors and seniors who have completed or are taking 201 or 202 or 207. Six hours. *Miss La Piana.*

302 (2). ADVANCED ITALIAN. Translation from modern literary and scientific works. Conversation based on articles in Italian newspapers and reviews. Open to students who have completed 101, 201, 202, or 207. Three hours. *Miss Avitabile.*

307*. DRAMA AND SHORT STORIES IN THE ITALIAN RENAISSANCE. Emphasis on the plays of Poliziano, Guarini, Machiavelli, Ariosto, Tasso, Aretino, and Lasca, and on the short stories of Boccaccio and Bandello. Open, by permission, to juniors and seniors who have completed or are taking 301. Six hours. *Miss Avitabile.*

308.* HISTORY AND EPICS IN THE ITALIAN RENAISSANCE. A detailed study of Machiavelli's and Guicciardini's works, considered as literary masterpieces, and the poems of Pulci, Boiardo, Ariosto, and Tasso. Open, by permission, to juniors and seniors who have completed or are taking 301. Six hours. *Miss Avitabile.* (Not offered in 1952–53.)

310.* SEMINAR. MODERN ITALIAN DRAMA. Development of the drama during the seventeenth and eighteenth centuries, from the *Commedia dell'arte* to Goldoni and Alfieri. Open to graduate students and, by permission, to seniors. Six hours. *Miss La Piana.*

350. RESEARCH OR INDEPENDENT STUDY. By consultation with the department students may arrange for individual work. Open, by permission, to juniors and seniors who have completed or are taking a course of grade III in the department. Two to six hours.

DIRECTIONS FOR ELECTION

To fulfill the literature requirement in group I, students may elect courses 201, 202, 207, and grade III courses (except 302).

A major in Italian is generally based on 101. It is very desirable that students majoring in Italian should have had or be taking a college course in one of the ancient or modern languages, and should elect such courses in history and art as deal in whole or in part with Italian civilization and culture. Such courses will be required of students working for honors.

Students taking a 24 hour major should include 201 or 202 or 207, 203, 301, 307 or 308.

Students taking a 30 hour major should include 201, 202 or 207, 301, 302, 307 or 308.

NOTE:—101 may not count toward the major.

LATIN

Professors: DOROTHY MAE ROBATHAN, PH.D.
MARGARET ELIZABETH TAYLOR, PH.D., (Chairman)
Associate Professor: CHARLOTTE ELIZABETH GOODFELLOW, PH.D.

102. BEGINNING LATIN. The aim of the course is to acquire in one year sufficient knowledge of grammar and syntax to enable the student to read Latin authors. Reading will include simple Latin and selections from classical writers. Open to students who do not present Latin for admission. Six hours. *Miss Robathan.* (Not given in 1952–53.)

103. VERGIL AND LYRIC POETRY. Epic: Selections from the *Æneid;* Lyric: Catullus and Horace. Prerequisite, three admission units of Latin, not including Vergil, or for especially recommended students, two units, or 102. Six hours. *Miss Robathan.*

105 (2). LATIN LITERATURE IN ENGLISH TRANSLATIONS. The most important poets and prose writers, with emphasis upon those authors who have especially influenced modern forms of literature. Lectures on the development of Latin literature. No prerequisite. Not open to students who have had or are taking 201. Three hours. *Miss Goodfellow.*

106. MEDIEVAL LATIN. Readings from Latin writers in the fields of literature, history, and philosophy of the Middle Ages, including Cassiodorus, Gregory the Great, Bede, Geoffrey of Monmouth, Erasmus, Abelard, the chroniclers of the Crusades, the romancers of the *Gesta Romanorum*, religious drama, songs of the Goliards, and church hymns. Only so much attention will be given to linguistic study as the reading requires. Prerequisite, two or three admission units of Latin, or 102. Six hours. *Miss Goodfellow.*

201. STUDIES IN LATIN LITERATURE OF THE REPUBLIC AND EARLY EMPIRE. The reading of the first semester will be drawn from a variety of types and authors: the lyrics of Catullus, a comedy of Plautus or Terence, and Cicero's essays. The second semester will be largely devoted to the Odes of Horace. Prerequisite, four admission units of Latin or 106; or, by permission, three units including one of Vergil. Six hours. *Miss Robathan.*

206. COMPOSITION. Studies in syntax and the writing of Latin prose. Prerequisite, 103 or 106 or 201. Two hours. *Miss Robathan.*

211 (1). LUCRETIUS. Reading from the *De Rerum Natura*, the poetry and philosophy of Epicureanism. Prerequisite, 103 or 201. Three hours. *Miss Taylor.*

212 (2). IDEALS OF EARLY ROME: INTERPRETATIONS OF ROMAN CIVILIZATION REVEALED IN THE LATER ROMAN'S VIEW OF HIS PAST. Different

themes selected for emphasis, such as: significant legends of the early city, the sense of Rome's destiny, moral values in family and state, Roman Stoicism. Reading selected chiefly from Livy, Cicero's essays, Ovid's *Fasti*, and correlated with the student's earlier reading of Vergil and Horace. Prerequisite, 103 or 201. Three hours. *Miss Goodfellow.*

301 (2). THE TEACHING OF LATIN IN THE SECONDARY SCHOOL. For description and prerequisites, see Education 301. *Miss Robathan.*

302 (1). SATIRE. HORACE AND JUVENAL. The origin and development of satire as a literary form. Special emphasis upon the satires of Horace and Juvenal; other Roman satirists studied by topics and reports. Prerequisite, six hours of grade II exclusive of 201. Three hours. *Miss Robathan.*

303 (2). LATIN EPIGRAPHY. Selected inscriptions studied both for form and content as sources for the study of Roman public and private life. Prerequisite, six hours of grade II exclusive of 201. Three hours. *Miss Robathan.* (Not offered in 1952–53.)

304 (1). TOPOGRAPHY OF ROME. The early history of Rome, its development, the construction and furnishings of typical public and private buildings in the capital and in provincial towns. Such study of the material surroundings is connected with the literary and social development of the Roman people. Prerequisite, six hours of grade II exclusive of 201. Three hours. *Miss Robathan.* (Not given in 1952–53.)

305 (2). COMEDY. PLAUTUS AND TERENCE. Careful study of representative plays followed by the rapid reading of others. The sources of Latin comedy, its linguistic and literary features, and its influence upon later literature. Prerequisite, 211 and 212. Three hours. *Miss Goodfellow.* (Not offered in 1952–53.)

306 (2). STUDIES IN ROMAN RELIGION. The changing religious experience of the Republican period and of the early Empire; the influence of Oriental cults. Readings from the sources, especially from Livy, Cicero, and Ovid. Prerequisite, six hours of grade II exclusive of 201. Three hours. *Miss Taylor.*

309 (1). PROSE LITERATURE OF THE EARLY EMPIRE. History: Livy, Tacitus, Suetonius, Velleius Paterculus. Reading based on choice of topics. Prerequisite, six hours of grade II exclusive of 201. Three hours. *Miss Goodfellow.*

311 (2). VERGIL. The *Eclogues*, *Georgics*, *Æneid*. The poet's achievement in the pastoral, didactic and heroic epic; studies in his

literary inheritance from the Greek and his influence on later literature. Prerequisite, 211 and 212. Three hours. (Not offered in 1952–53.)

312 (2). POETRY OF THE EMPIRE. Elegy: Tibullus, Propertius, Ovid. Selections from representative poets of the later period. Prerequisite, six hours of grade II exclusive of 201. Three hours. *Miss Robathan.* (Not offered in 1952–53.)

350. RESEARCH OR INDEPENDENT STUDY. Open to graduate students and, by permission, to juniors and seniors. Two to six hours.

DIRECTIONS FOR ELECTION

The literature requirement in group I may be met by electing from the following list of courses: 103, 105, 106, 201, 211, 212, 302, 305, 309, 311, 312.

Courses 102, 105, count for the degree but do not count toward a major in Latin.

Students intending to major in Latin are advised to take at least one course in Greek and History 303. Attention is also called to Art 201 and 209 and to courses in ancient philosophy.

Students who plan to teach Latin are strongly advised to elect at least six hours of grade III and Education 301.

Courses 303, 304, and 306 should in general be elected only in combination with courses in Latin literature.

Recommended students may elect an interdepartmental major in classical archeology (see page 142).

MATHEMATICS

Professors: MARION ELIZABETH STARK, PH.D.
HELEN GERTRUDE RUSSELL, PH.D. (Chairman)

Course 106 is for students who have not had a course in trigonometry, 107 is for those who have spent a half-year in studying this subject.

Students should consult the announcements of the departments of astronomy, chemistry, economics, philosophy, and physics for courses to which mathematics is either an absolute or an alternative prerequisite.

106. TRIGONOMETRY, ANALYTIC GEOMETRY, INTRODUCTION TO THE CALCULUS. Plane trigonometry, plane analytic geometry, elementary differentiation and integration with applications. Prerequisite, three admission units in mathematics. Six hours. *Miss Russell, Miss Hill* (*Assistant Professor of Astronomy*)

107. ANALYTIC GEOMETRY, INTRODUCTION TO THE CALCULUS. This course is similar to 106, but a prerequisite of trigonometry makes it possible to consider additional topics and applications connected with analytic geometry and elementary calculus. Prerequisite, three admis-

sion units in mathematics and a course in trigonometry equivalent to that outlined by the College Entrance Examination Board. Six hours. *Miss Stark.*

202. DIFFERENTIAL AND INTEGRAL CALCULUS. A study of the derivative and the integral including their geometric and physical interpretations. Prerequisite, 106 or 107. Six hours. *Miss Russell.*

205 (1) *. INTRODUCTION TO MATHEMATICAL STATISTICS. Fundamental statistical methods, with special emphasis on the use of elementary mathematics and the calculus in the development of theory and in practice. Preparation will include assigned laboratory work. Prerequisite or corequisite, 202. Three hours. *Miss Stark.*

206 (1)*. DESCRIPTIVE GEOMETRY I. The theory underlying architectural and engineering drawing. Problems involving the use of two or more planes of projection in representing points, lines, and planes. Revolution applied to measurement. Prerequisite or corequisite, 202. All students must have a knowledge of the elements of solid geometry. The department will give directions for gaining readily the necessary acquaintance with this subject. Three periods of lecture or discussion with two laboratory periods. Three hours. *Miss Stark.* (Not offered in 1952–53.)

302. FUNCTIONS OF A REAL VARIABLE. Continuity and other properties of functions; convergence of series; representation of functions by power series and definite integrals. Infinite products, infinite integrals, Fourier series, and other allied subjects. Prerequisite, 202. Six hours. *Miss Stark.*

303 (1).† DIFFERENTIAL EQUATIONS. An introductory course in ordinary and partial differential equations. Prerequisite, 202. Three hours. *Miss Russell.*

304 (2)*. INTRODUCTION TO MODERN ALGEBRAIC THEORY. Topics in algebraic theory which are of importance in the study of geometry and analysis as well as in the development of higher algebra. Prerequisite, 202. Three hours. *Miss Russell.* (Not offered in 1952–53.)

308. FUNCTIONS OF A COMPLEX VARIABLE. Elementary treatment of analytic functions. Infinite series, transformations, and conformal mapping. Prerequisite, 302. Six hours. (Not offered in 1952–53.)

309 (2)*. PROJECTIVE GEOMETRY. Concepts and theorems of projective geometry developed by both synthetic and analytic methods. Prerequisite, 202. Three hours. *Miss Russell.*

* Offered in alternate years.

† Astronomy 201, Physics 304, Physics 308 may be counted toward a major in mathematics. Physics 308 must be preceded by Mathematics 303.

350. RESEARCH OR INDEPENDENT STUDY. Open by permission of the department to qualified seniors. Three hours for a semester or six hours for a year.

DIRECTIONS FOR ELECTION

A major must include at least 12 hours of grade III in mathematics.

It is advisable for students who are planning to do graduate work in mathematics to acquire the ability to read French or German.

Only those students who have completed satisfactorily at least six hours of grade III in mathematics will be recommended as teachers of mathematics.

EXEMPTION EXAMINATION

An examination for exemption from a course in mathematics to satisfy partially the distribution requirement in group III will be offered to students who have been unusually well prepared in algebra, trigonometry, analytic geometry, and the elements of differentiation and integration.

Students desiring to enter directly into grade II work may either apply for the exemption examination or give evidence of having completed the work in secondary school in a satisfactory manner.

MUSIC

Professors: HOWARD HINNERS, B.A.
HUBERT WELDON LAMB, B.A.
Associate Professor: JAN LA RUE, PH.D. (Chairman)
Research Librarian: HELEN JOY SLEEPER, M.A., MUS.B.
Instructors: EVELYN CLAIRE BARRY, M.A.
SANDRA PLETMAN ROSENBLUM, B.A.

Lecturer: CHARLES REEVE SHACKFORD, B.A., M.M.
(Director of the Choir)

Instructors in Practical Music:
DAVID BARNETT, B.A. (Piano)
ALFRED ZIGHERA (Violoncello)
MELVILLE SMITH, B.A. (Organ)
PAUL MATTHEN, B.A. (Voice)
KLAUS GOETZE (Piano)
MARGARET TORBERT DUESENBERRY, M.A.
(Violin and Director of the Orchestra and Chamber Music)
RUTH POSSELT BURGIN (Violin)

101. FUNDAMENTALS AND ELEMENTARY ANALYSIS. Notation, modes, intervals, chords. An analytical study of the elements of music and the principles of harmony as exemplified in the forms of the classical period.

Drill in ear-training, sight-singing, clef-reading, and transposition. Open to all undergraduates. Four periods a week, one of lecture and three section meetings. Six hours. *Miss Barry.*

103. Introduction to Musical Literature. An historical survey course designed to develop the student's musical understanding, insight, and powers of observation through the study of music of various styles and periods. No previous knowledge of music is required. Open to sophomores, juniors, and seniors who have had no other course in the department. Not to be counted toward a major. Three hours of lecture and one section meeting a week. Six hours. *Mr. Shackford, Mrs. Rosenblum.*

200. History of Musical Style. A survey of materials and methods of composition from the earliest times to the present. Open to students who have completed 101 or who have been exempted from 101 on the basis of the test in fundamentals. Two two-hour periods of lecture and conference a week. Six hours. *Mr. La Rue.*

201. Elementary Harmony. Triads and their inversions, secondary dominants, modulation, and non-harmonic tones. Harmonization of melodies and unfigured basses. Ear-training. Open to students who have completed 101 or who have been exempted from 101 on the basis of the test in fundamentals. Students taking the course must have sufficient facility at the keyboard to play hymn tunes at sight. Six hours. *Mr. Hinners.*

209 (1). The Classical Period. The development of the classical sonata, string quartet, symphony, and concerto. Prerequisite, 101 or 103. Not to be counted toward a major. Three hours. *Mr. Shackford.*

210 (2). The Larger Instrumental Forms in the Nineteenth Century. The development of the symphony and the concerto from Schubert to Brahms. Prerequisite, 101 or 103. Not to be counted toward a major. Three hours. *Mr. Shackford.*

214 (2). The Twentieth Century. An introduction to contemporary music through analysis of representative compositions. Prerequisite, 200 or 209. Not to be counted toward a major. Three hours. *Mr. La Rue.*

300. Design in Music. Detailed analysis of representative works illustrating the evolution of forms and structural procedures in the music of the seventeenth, eighteenth, and nineteenth centuries. The main emphasis will be on the period from Bach through Beethoven. Prerequisite, 200 or 201. Six hours. *Mr. Hinners.*

301. Counterpoint. The principles of two- and three-part writing.

Composition in small forms. Analysis. Prerequisite, 201. Two periods a week with a third at the pleasure of the instructor. Six hours. *Mr. Lamb.*

305 (1). THE SIXTEENTH CENTURY. A study of the musical traditions associated with the Renaissance. Open to juniors and seniors who have completed 200 or 201. Three hours. *Mr. Lamb.*

309 (2). BACH. The style of J. S. Bach and its place in the history of music. Analysis of selected vocal and instrumental works. Open to juniors and seniors who have completed 200 and 201, or 300. Three hours. *Mr. Lamb.*

310. ADVANCED HARMONY. Dominant sevenths and ninths, the augmented sixth chords and secondary sevenths. Harmonization of more extended melodies and basses involving some of the elementary principles of composition. Ear-training and advanced analysis. Prerequisite, 201. Six hours. *Mr. Hinners.*

315. ORCHESTRATION. The technique of the principal orchestral instruments. Composition in small forms for chamber groups. Analysis. Exercises in scoring for orchestra. Open to graduates and, by permission, to juniors and seniors who have completed 301 and 310. One three-period class a week. Six hours. *Mr. Lamb.* (Not offered in 1952–53.)

318 (1). SEMINAR: BEETHOVEN. The development of the style of Beethoven to its culmination in the *Ninth Symphony*, the *Missa Solemnis*, and the last quartets. Open to juniors and seniors who have completed 200 and 201, or 300. Three hours. *Mr. Lamb.*

319 (2). THE NINETEENTH CENTURY. Evolution of the romantic style. Nationalism. Impressionism. Open to juniors and seniors who have completed 200 and 201, or 300. One three-period class a week. Three hours. *Mr. Lamb.*

323. THE OPERA. The development of dramatic music. A study of operatic traditions as represented by selected works of the more important composers. Open to juniors and seniors who have completed six hours of grade II in music. One three-period class a week. Six hours. *Mr. La Rue.*

325 (2). SEMINAR: STRAVINSKY. A study of the more important works and of their place in the music of the first half of the twentieth century. Open to juniors and seniors who have completed 200 or 201. Three hours. *Mr. Lamb.*

350. RESEARCH OR INDEPENDENT STUDY. On consultation with the department, properly qualified students may arrange for directed study

in theory, composition, or the history of music. Three hours for a semester or six hours for a year.

Practical Music (Instrumental and Vocal Lessons)

Work in practical music is not credited toward the B.A. degree, and there is an extra charge for it.*

Instruction is provided in piano, organ, violin, violoncello, and voice, and arrangements may be made for private instruction in other instruments. Students in piano who wish to do so may supplement their private lessons with group study which is available to them without additional charge as part of the piano course. Advanced students of string instruments or piano are eligible, also without additional charge, for group instruction in the performance of chamber music.

Candidates for the B.A. degree may take practical music provided they take or have already taken a course in the theory or history of music. Practical music is an elective, and students wishing to take it should notify the department in accordance with the procedure required for the election of an academic course.

Instruction in practical music is available to graduates of Wellesley College and to residents of the town of Wellesley by special arrangement.

Practical music study is normally undertaken on a yearly basis, though with the permission of the chairman of the department it may be elected for a single semester only. Students whose work proves unsatisfactory may be required to discontinue their lessons.

The College subscribes for eight seats in the Saturday series of the Boston Symphony Orchestra. Students taking music courses are given preference in the use of these tickets.

Directions for Election

For a 24 hour major, the following courses are required: 101, 200, 300, 305, 325.

For a 30 hour major, one of the following sequences is required:

(*a*) 101, 200, 300, 305, 325, and six hours from among the following: 201, 309, 318, 323.

(*b*) 200, 201, 301, 305, 310, 325 (101 prerequisite; those taking this sequence are strongly advised to elect six hours of additional grade III courses in the literature of music).

* Students who elect practical music are charged at the rate of $100.00 for a half-hour lesson per week throughout the year. The charge for the use of a practice studio is $20.00 per year for one period daily. The charge for a daily period of organ practice is $25.00. Practical music fees are payable in advance by semesters, and are not subject to return or deduction except upon recommendation of both the Dean of Students and the department chairman.

Sequence (*b*) is recommended to students interested in an intensive study of the technical aspects of music. Students preparing for graduate study, teaching, or other professional work in music should take this sequence.

Suggested correlative subjects for students majoring in music: European history, literature, art.

A knowledge of German, French, Italian, and Latin is, in the order named, important for graduate work in music. While the B.A. degree requires a reading knowledge of only one foreign language, students planning to do graduate work may find it necessary to acquire at least an elementary knowledge of a second foreign language.

PRELIMINARY TEST IN FUNDAMENTALS

In the week prior to the opening of classes, the department requires all students who elect a first course in music other than 103 to take a short test in fundamentals. The results of this test will be used as a basis for placement in sections of 101 and to admit students of sufficient advancement to grade II courses.

PHILOSOPHY

Professor: MARY LOWELL COOLIDGE, PH.D. (Chairman)
Associate Professor: VIRGINIA ONDERDONK, B.A.
Assistant Professor: ELLEN STONE HARING, M.A.
Instructor: NATHANIEL WALKER ROE, B.A.

101 (1), (2). INTRODUCTION TO CLASSICAL PHILOSOPHY. A study of the writings of Plato and Aristotle in order to investigate the nature of philosophic inquiry and to examine theories fundamental in Western thought; i.e., of the universe, man, society, good and evil. Open to all students except those who have taken 107. Three hours. *Miss Coolidge, Mrs. Haring, Mr. Roe.*

102 (1), (2). INTRODUCTION TO MODERN PHILOSOPHY. A study of representative modern systems of thought beginning with that of Descartes, with emphasis on theories of knowledge and nature and on consequent views of man and society. Open to students who have taken 101 or 107. Three hours. *Miss Coolidge, Miss Onderdonk, Mrs. Haring, Mr. Roe.*

201 (1). PLATO. A study of selected dialogues, with emphasis on Plato's metaphysical and epistemological thought. Open to students who have completed 101. Three hours. *Mrs. Haring.*

202 (2). ARISTOTLE ON MAN AND NATURE. The principal topics of this course will be (1) Aristotle's conception of scientific inquiry, (2) his analysis of change, (3) his theory of substance, (4) his account of

man as a specially endowed natural being. Some consideration will be given to Aristotle's ethics and politics. Prerequisite, 101 or 107. Three hours. *Mr. Roe.*

203 (1). ÆSTHETICS. A study of philosophical problems concerning the nature of beauty, of artistic creation, and of standards in criticism. Some attention will be given to the relation of æsthetic to other values. Readings in such classical philosophers as Plato and in such contemporary writers as Croce and Santayana. Open to sophomores who have completed a course in philosophy and to juniors and seniors without prerequisite. Three hours. *Miss Coolidge.*

204 (2). AMERICAN PHILOSOPHIES OF THE LAST ONE HUNDRED YEARS. Critical reading of representatives of idealism, realism, pragmatism, and logical positivism. Open to sophomores, juniors, and seniors who have taken 102 or 214. Three hours. *Mrs. Haring.*

205 (1). PHILOSOPHY OF SCIENCE. A philosophic analysis of fundamental scientific concepts (such as natural law, causality, fact, probability) and of scientific procedures. The emphasis will be on science as a method of knowing. Open to sophomores, juniors, and seniors who have taken 102 or 107 or 214, or with special permission 103. Open by permission to majors in science. Three hours. *Mr. Roe.* (Not given in 1952–53.)

206 (1). TYPES OF ETHICAL THEORY. A study of such modern ethical systems as those of Spinoza, Mill, and Dewey. Open to sophomores, juniors, and seniors who have taken 101 or 107. Not open to those who have had 104. Three hours. *Miss Coolidge, Mr. Roe.*

211 (2). INTRODUCTION TO PHILOSOPHY THROUGH THE PROBLEMS OF RELIGION. A brief historical and psychological study of the religious consciousness leading to a discussion of the nature and validity of religious experience in contrast with other types of experience and of the philosophical problems involved in this contrast. Open to sophomores who have completed a course in philosophy, and to juniors and seniors without prerequisite. Three hours. *Miss Onderdonk.*

214. STUDIES IN THE DEVELOPMENT OF MODERN PHILOSOPHY. A study of important European philosophies from Descartes to Nietzsche designed to give students a knowledge of the chief philosophical systems and to provide some philosophical background for the understanding of related movements in literature and the natural and social sciences. Open to sophomores who have completed a course in philosophy, and to juniors and seniors without prerequisite. Open also, by special arrangement, to graduate students. Not open to students who have had 301. Six hours. *Miss Onderdonk, Miss Coolidge.*

216 (1). FUNDAMENTAL PRINCIPLES OF LOGIC. A study of the forms of valid reasoning with emphasis on the analysis and symbolic formulation of ordinary English sentences and the deduction of simple conclusions. There will be some discussion of such notions as *implication*, *proof*, *consistency*, *definition*, *postulate*. Open to sophomores who have completed a course in philosophy or mathematics, and to juniors and seniors without prerequisite. Three hours. *Miss Onderdonk.*

301 (1). BRITISH EMPIRICISM. The course will deal primarily with the writings of Locke, Berkeley, and Hume, but some attention will be given to other British empiricists. Open to students who have completed 9 hours in philosophy including 102. Not open to students who have taken or are taking 214. Three hours. *Mr. Roe.* (Not given in 1952–53.)

306 (2). ADVANCED LOGIC. A study of modern developments of logic including a discussion of the nature of a deductive system, the logic of classes, and the calculus of propositions. Open to students who have taken 216. Two periods a week with a third at the pleasure of the instructor. Three hours. *Miss Onderdonk.*

311 (2). LEIBNIZ AND KANT. An intensive study of the philosophies of Leibniz and Kant. Open to juniors and seniors who have taken or are taking course 214 and to students who have taken 102 and 301, and to graduate students. Three hours. *Mrs. Haring.* (Not given in 1952–53.)

321 (2). SEMINAR: STUDIES IN RECENT PHILOSOPHY. Papers and discussions based on the writings of representatives of realism and of Bergson and Whitehead. Open to juniors and seniors who have completed 214 and to graduate students. Three hours. *Miss Coolidge.*

322 (1). SEMINAR: STUDIES IN RECENT PHILOSOPHY. Papers and discussions based upon the writings of representatives of idealism, pragmatism and logical positivism. Open to juniors and seniors who have completed 214 and to graduate students. Three hours. *Miss Onderdonk.*

323 (1). MEDIEVAL PHILOSOPHY. A study of medieval thought, emphasizing the works of Augustine and Thomas Aquinas. Open to juniors and seniors who have completed 107, and by permission to juniors and seniors with adequate preparation in related fields such as art, Biblical history, history, and literature. After 1951–52 open only to students who have taken 202. Three hours. *Mrs. Haring.* (Not offered in 1952–53.)

350. RESEARCH OR INDEPENDENT STUDY. Open to graduate students and seniors by permission. Two to six hours.

DIRECTIONS FOR ELECTION

To meet the distribution requirement for a year's work in philosophy, students in the class of 1955 and later classes should elect 101 and either 102 or 206, or 214.

A 24 or 30 hour major in philosophy must include: for classical philosophy, 101, and 201 or 202; for modern philosophy before the present century, 214, or 102 and 301 and 311; for philosophy of the twentieth century, two semesters of work chosen from 204, 321, and 322.

All majors are strongly urged to take a course in psychology; and are advised that a knowledge of Greek or French or German language and literature is desirable. Those planning to do graduate work in philosophy should have studied two of these languages, or one of them and Latin. They are strongly urged to include 216 in their major and they are advised that some work in mathematics and physics is desirable.

PHYSICS

Professors: LUCY WILSON, PH.D.
ALICE HALL ARMSTRONG, PH.D.
Associate Professor: DOROTHY HEYWORTH,[3] PH.D. (Chairman)
Assistant Professors: JANET BROWN GUERNSEY, M.A.
JOHN FRANKLIN HERSH, M.A.
Teaching Assistant: FLORENCE ANN SEAVER, B.A.

101. ELEMENTARY PHYSICS. A course designed to give an intelligent understanding of man's physical environment and the everyday applications of the fundamental laws of mechanics, heat, electricity, sound and light. Open to students who do not offer physics for admission. Three periods of lecture and discussion with one three-period laboratory appointment. Six hours. *Miss Heyworth, Mrs. Guernsey, Miss Seaver.*

104. ELEMENTARY PHYSICS. The same topics as in course 101, but with greater emphasis upon the mathematical development of the subject. Open to students who do not offer physics for admission. Prerequisite, three admission units in mathematics. Three periods of lecture and discussion with one three-period laboratory appointment. Six hours. *Mrs. Guernsey, Miss Heyworth.*

105 (1). FUNDAMENTAL PRINCIPLES OF PHYSICS. Selected topics in mechanics; wave motion and its applications in sound and light; current electricity. Open to students who offer physics for admission. Three periods of lecture and discussion, with one three-period laboratory appointment. Three hours. *Miss Armstrong, Miss Seaver.*

[3] Absent on leave for the second semester.

106. AN INTRODUCTORY COURSE IN PHYSICAL SCIENCE. For description and prerequisites, see Interdepartmental Courses 106. This course will, by special arrangement, serve as prerequisite for grade II courses in physics. *Miss Wilson, Miss H. Jones, and Assistants.*

201 (1). ELECTRICITY. Direct and alternating current phenomena. Methods of measurement; general circuit theory. Open to students who have completed 101, 104, or 105, and, by permission, to sophomores, juniors, and seniors who pass an examination for exemption from 105. Additional prerequisite or corequisite, Mathematics 106 or 107. Three periods of lecture and discussion, with one three-period laboratory appointment. Three hours. *Mr. Hersh.*

202 (2). ATOMIC PHYSICS. Introduction to the kinetic theory of gases. Waves and particles; atomic and nuclear structure. Optical and x-ray spectra; the periodic table of elements. Natural and artificial radioactivity. Open to students who have completed 201 and, by permission, to sophomores, juniors, and seniors who have completed 101, 104, or 105, or who have passed an examination for exemption from 105. Three hours. *Miss Armstrong.*

203 (1). METEOROLOGY. Air pressure, temperature, winds, clouds, precipitation, progress of storms, cold waves, atmospheric optics; chief concepts of air mass analysis with application to weather forecasting; study and practice in the use of meteorological instruments. Open to freshmen who have passed an examination for exemption from 105, and to sophomores, juniors, and seniors who have completed or are taking 101 or 104 or 105 or who have presented one admission unit in physics. Three periods of lecture and discussion with one three-period laboratory appointment. Three hours. *Miss Wilson and Assistant.* (Not offered in 1952–53.)

205 (2). SOUND. Vibrations and sound waves; musical scales and musical instruments; architectural acoustics; reproduction of speech and music. Open to students who have completed 101 or 104 or 105; to freshmen who have passed an examination for exemption from 105; and to sophomores, juniors, and seniors who have offered physics for admission. Three periods of lecture and discussion and one two-period laboratory appointment. Three hours. *Miss Armstrong, Mr. Hersh.*

301 (1).* LIGHT. The wave theory and its application to the phenomena of interference, diffraction, double refraction, polarization, and dispersion; theory and use of optical instruments; nature of light sources. Open to juniors and seniors who have completed a course of grade II in physics, or a year course of grade I in physics and a year

* Astronomy 303, to which Physics 301 is prerequisite, may be counted toward a major in physics

course of grade I in astronomy. Additional prerequisite or corequisite, Mathematics 106 or 107. Three periods of lecture and discussion with one three-period laboratory appointment. Three hours. *Mrs. Guernsey.*

302 (2). ELECTRONICS. Non-linear circuit theory; fundamentals of electron flow in vacuum tubes; the vacuum tube as a circuit element; diodes, triodes, and multi-element tubes as amplifiers, oscillators, modulators, rectifiers. Electronic circuits in radio communication. Prerequisite, 201. Three periods of lecture and discussion, with one three-period laboratory appointment. Three hours. *Mr. Hersh.*

304 (1).* ELECTROMAGNETIC THEORY. Fundamental theory of electric and magnetic fields, with an introduction to the methods of vector analysis; development of Maxwell's equations and the properties of electromagnetic waves and radiation. Prerequisites, 201 and Mathematics 202. Three hours. *Mr. Hersh.*

307 (2). INTRODUCTION TO SPECTROSCOPY. Experimental study of optical spectra in emission and absorption; spectroscopic instruments, light sources, intensity measurements; application to qualitative and quantitative analysis; term analysis of atomic and molecular spectra. Explanation, on the basis of quantum theory, of the structure of spectra in relation to the structure of atoms and molecules. Prerequisites, 301 and 201 or 202. Two periods of lecture, one period of discussion, and one three-period laboratory appointment. Three hours. (Not offered in 1952–53.)

308 (2).* MECHANICS AND THERMODYNAMICS. Mathematical treatment of fundamental principles of mechanics and thermodynamics. Prerequisites, 101 or 104 or 105 and Mathematics 202. Three hours. *Miss Armstrong.*

309 (1). EXPERIMENTAL ATOMIC PHYSICS. Fundamental experiments such as the determination of the charge on the electron, the ratio of charge to mass of the electron, Planck's quantum constant, critical potentials; verification of photoelectric laws; x-ray and radioactivity measurements; experiments involving use of Geiger counters and cloud chamber. Prerequisites, 201, 202. Six periods of laboratory a week. Three hours. *Miss Armstrong.*

350. RESEARCH OR INDEPENDENT STUDY. The work will be under the direction of the member of the department in whose field the work lies. Opportunity will be offered for a series of experiments as well as for investigation of a single problem. Open to graduate students and,

*Mathematics 303, if followed by Physics 304 or 308, may be counted toward a major in physics.

by permission, to juniors and seniors who have completed eighteen hours in physics. To count two to three hours for a semester or four to six hours for a year. By permission the work may be arranged to count one hour for the first semester in case two or three hours are elected for the second semester. The amount of work contemplated must be indicated at the time of handing in electives.

DIRECTIONS FOR ELECTION

A major in physics should ordinarily include 201, 202, 301, 302, 304, and 308.

Mathematics 202 and a year of college chemistry are required for a major in physics. Attention is also called to courses in astronomy as appropriate for related work. A reading knowledge of German and French, while not required, is desirable.

Pre-medical students are referred to the requirements as given on pages 41 and 42.

EXEMPTION EXAMINATION

An examination for exemption from Physics 105 is offered to qualified students who present one admission unit in physics and also present an acceptable laboratory notebook when applying for the examination. Freshmen who pass this examination are eligible for Physics 203 or 205 in the freshman year. Sophomores, juniors, and seniors who pass this examination and also satisfy the mathematics requirement are eligible for Physics 201 or, by permission, 202.

Students who pass the exemption examination may count it as the equivalent of Physics 101 in the work for distribution.

POLITICAL SCIENCE

Professors: LOUISE OVERACKER, PH.D.
M. MARGARET BALL, PH.D. (Chairman)
Associate Professors: OWEN SCOTT STRATTON, PH.D.
ALONA ELIZABETH EVANS, PH.D.
Assistant Professor: PHILLIP LEONARD SIROTKIN, PH.D.
Instructor: PAMELA HOPKINSON RICE, PH.D.

100. INTRODUCTION TO POLITICAL SCIENCE. Fundamental political principles developed through a study of the governments of the United States, Great Britain, Soviet Russia, and other selected countries. Special emphasis upon the theory and functioning of democracy. Open to all undergraduates. By permission, the first semester may be taken separately by sophomores and juniors who have had a secondary school course in American government; by permission, either

semester may be taken separately by seniors. Six hours. *Miss Overacker, Miss Ball, Mr. Stratton, Mr. Sirotkin, Miss Rice.*

201 (1). PUBLIC ADMINISTRATION. An analysis of the principles and political significance of public administration with illustrative material drawn from contemporary government practice. Open to students who have completed 100 and, by permission, to those who have completed or are taking another grade II course in the department. Three hours. *Mr. Stratton.*

202 (1), (2). POLITICAL PARTIES AND PRESSURE POLITICS. The nature and functions of parties; factors determining political action; the role and techniques of pressure groups; party organization; bosses, machines, and the spoils system; the use of money in elections; party leadership and responsibility. Emphasis upon trends in the United States, with some consideration of parties in other democracies. Open to students who have completed 100 and, by permission, to those who have completed or are taking another grade II course in the department. Three hours. *Miss Overacker.*

204 (2) THE LEGISLATIVE PROCESS. Analysis of systems of representation; legislative organization and procedures; leadership and responsibility; proposals for the reorganization of Congress; relation of legislature and administration; regulation of lobbying. Comparison of legislative bodies in the United States with those in other democracies. Open to students who have completed 100 and, by permission, to those who have completed or are taking another grade II course in the department. Three hours. *Mr. Stratton.*

206 (1). GOVERNMENT AND POLITICS OF ASIA. A study of the theory and practice of government in India, Japan, China, and other selected Asian countries, emphasizing the struggle for political unity, national development, and international status. Open to students who have had 100, 208, History 225, or Sociology 207. Three hours. *Miss Evans.*

207 (2). GOVERNMENT AND POLITICS OF LATIN AMERICA. A study of the theory and practice of government in Argentina, Brazil, Chile, Mexico, and other selected Latin American countries, emphasizing problems of leadership, political development, and factors underlying policy formation. Open to students who have had 100, 208, History 214, or Sociology 204; and to juniors and seniors majoring in history, Spanish, or Latin American studies. Three hours. *Miss Evans.*

208. INTERNATIONAL POLITICS. A study of contemporary world politics with special attention to problems of international security and economic, social, and cultural coöperation; the League of Nations; the structure, functioning, and development of the United Nations;

the inter-American system; dependent areas and international trusteeship. Open to students who have completed 100, 206, 207, or six hours in history, economics, sociology, or geography. Six hours. *Miss Ball.*

301 (1). INTERNATIONAL LAW. A study of the general principles of international law, treating of the legal relations of states and of individuals, as invoked in diplomatic practice and international adjudication, together with a consideration of the defects of international law and the trends in the development of the international legal system. Open to juniors and seniors who have completed 100 and a grade II course in political science, economics, history, or sociology; or 208. Three hours. *Miss Evans.*

303 (1). LAW AND THE ADMINISTRATION OF JUSTICE. The elements of law; development of common law principles and institutions; organization of English and American courts; civil and criminal procedure in the United States; the growth of administrative justice. Open to juniors and seniors who have completed 100 and a grade II course in political science, economics, history, or sociology. Three hours. *Mr. Sirotkin.*

304 (2). CONSTITUTIONAL LAW. The Constitution of the United States as interpreted by the Supreme Court, and the effects of judicial decisions upon policy formation. The President's powers, interstate commerce, due process, the police power, protection of civil rights and liberties; theories of constitutional interpretation and the rôle of the Supreme Court in the constitutional system. Open to juniors and seniors who have completed 100 and a grade II course in political science, economics, history, or sociology. Three hours. *Mr. Sirotkin.*

314 (1), (2). ADVANCED COMPARATIVE GOVERNMENT. An analysis of political institutions based upon a study of selected countries including the U.S.S.R.; consideration of the impact of economic and social forces upon political ideas and institutions. Open to juniors and seniors who have completed 100 and a grade II course in political science, economics, history, or sociology. Three hours. *Miss Evans.*

315 (2). INTERNATIONAL POLITICS AND UNITED STATES FOREIGN POLICY. Intensive study of selected current problems of international politics, with emphasis upon the nature and background of each, possible solutions, and alternative policies for the United States. Open to a limited number of juniors and seniors who have taken 208 or History 202 and 307. Three hours. *Miss Ball.*

316 (1). HISTORY OF SOCIAL AND POLITICAL THOUGHT. For description and prerequisites, see Sociology 316 (1).

317 (1). POLITICAL THOUGHT IN THE NINETEENTH CENTURY. A study

of the theoretical issues arising from the period of the French Revolution and the Industrial Revolution, primarily in terms of the problem of formulating a coherent and significant conception of democratic government. Open to senior majors in political science, history, and philosophy; to juniors and seniors who have completed 316; and to others by permission. Three hours. (Not offered in 1952–53.)

318 (1), (2). Modern Political Theory. A study of the main currents in political theory of the nineteenth and twentieth centuries, including liberalism, idealism, socialism, communism, and fascism. Open to juniors and seniors who have taken 316, or 100 and a grade II course in history, philosophy, or political science. Three hours. *Miss Rice.*

319 (2). Political Thought in the Twentieth Century. An appraisal of the prevalent patterns of political thought since 1900, emphasizing the impact of social science and scientific method on traditional political ideas, national and international. Prerequisite, same as for 317. Three hours. (Not offered in 1952–53.)

322 (1). Seminar. Intensive study of one problem or a series of related problems. Emphasis upon use of source material. The topic for 1952–53 will be: labor parties and pressure groups; studies in the political implementation of labor movements, including the U. S., Britain, Australia, New Zealand, and possibly Sweden and other democracies. Open by permission to a limited number of juniors, seniors, and graduate students majoring in political science or related fields, who have completed twelve hours (including 100 and 202) in political science. Three hours. *Miss Overacker.*

323 (1). Seminar. Intensive study of one problem or a series of related problems. Emphasis upon use of source material. Topic for the year to be announced before the spring recess. Prerequisite, same as for 322. Three hours. (Not offered in 1952–53.)

324 (2). Seminar. Intensive study of one problem or a series of related problems. Emphasis upon use of source material. The topic for 1952–53 will be: International law in contemporary international affairs. Open by permission of the instructor to a limited number of juniors, seniors, and graduate students majoring in political science or related fields, who have completed twelve hours in political science, including 301. Three hours. *Miss Evans.*

350 (1), (2). Research or Independent Study. The department is prepared to offer a course of directed reading to a limited number of students. Open, by permission, to juniors and seniors who have completed or are taking a course of grade III in political science. Three hours.

DIRECTIONS FOR ELECTION

Political Science 100 or the equivalent is required of all majors.

The attention of students who are interested in teaching is called to Education 308, The Teaching of Social Studies in the Secondary School.

EXEMPTION EXAMINATIONS

A. American Government. Open to any student who considers herself qualified, either by work in preparatory school or by individual reading and study. The examination will cover approximately the material studied in the second semester of Political Science 100. Students whose preparatory school program has included a half-year course in American government, a year course in American history and government, or a year in the social studies, might be in a position to pass such an examination satisfactorily. It would exempt students from *three hours* of the distribution requirements in group II or admit them to Political Science 201, 202, or 204.

B. An examination covering substantially the material of the year's work in Political Science 100. Open to any student who considers herself qualified, either by preparatory school work or individual reading and study. This examination would exempt students from the distribution requirement in group II or admit them to any grade II course in political science.

PSYCHOLOGY

Professors: EDNA HEIDBREDER, PH.D.
MICHAEL JACOB ZIGLER, PH.D. (Chairman)
Associate Professors: EDITH BRANDT MALLORY, PH.D.
THELMA GORFINKLE ALPER, PH.D.
Instructor: IRENE RITA PIERCE, PH.D.
Assistants: HOPE BARBARA COWEN
RUTH GLORIA HURWITZ, B.A.
SYLVIA LEONARDA SURDI, B.A.

101 (1), (2). INTRODUCTION TO PSYCHOLOGY: SEMESTER COURSE. A survey of the general field of psychology. A study of intelligence, learning, memory, perception, sensory processes, emotion, imagination, motivation, personality, and related problems. Open to sophomores, juniors, and seniors and, by permission of the Dean of Freshmen, to freshmen. Not open to students who have completed 103. Three hours. *Mr. Zigler, Mrs. Mallory, Miss Pierce.*

103. INTRODUCTION TO PSYCHOLOGY: YEAR COURSE. A survey of the general field of psychology, more complete than that given in 101. Emphasis on the more complex psychological processes. Open to

sophomores, juniors, and seniors who have not taken 101, and, by permission of the Dean of Freshmen, to freshmen. Six hours. *Miss Heidbreder, Mrs. Alper.*

201 (1). PSYCHOLOGICAL STATISTICS. Training in the use of statistical techniques as they have been especially adapted to the handling and evaluating of representative types of psychological data. Emphasis on developing in the student an understanding of the possibilities and limitations of the use of statistics in psychology. Prerequisite, 101 or 103. Three hours. *Miss Pierce.*

207 (2). PSYCHOLOGY OF CHILD DEVELOPMENT. The psychological development of normal children: physical bases, modes of learning, interests, motives, personality patterns. Problems and goals. Prerequisite, 101 or 103. Three hours. *Mrs. Mallory.*

209 (1), (2). EXPERIMENTAL PSYCHOLOGY, LABORATORY COURSE. Typical experiments in each of the main fields of psychological investigation. Laboratory work supplemented by occasional lectures. Training in psychological method. Prerequisite, 101 or 103. Six periods of laboratory work a week, counting three hours. *Mr. Zigler, Mrs. Mallory.*

213 (2). PHYSIOLOGICAL PSYCHOLOGY. A survey of the existing information concerning mechanisms basic to behavior. Prerequisite, 101 or 103. Three hours. *Mr. Zigler.*

219 (1). THE PSYCHOLOGY OF LEARNING. An examination and evaluation of current theories of learning, with special attention to those centering about the concepts of the conditioned reaction, trial and error, and insight. Emphasis on recent studies of the psychology of learning. Laboratory experiments on human and animal subjects. Prerequisite, 101 or 103. Three hours. *Miss Pierce.*

220 (1). COMPARATIVE PSYCHOLOGY. A survey of the field of comparative psychology emphasizing changes in capacity for adaptation from lower to higher animal forms. Lectures supplemented by laboratory work. Prerequisite, 101 or 103. One or two lectures a week, supplemented by laboratory work. Three hours. (Not offered in 1952–53.)

222 (2). PROBLEMS IN EXPERIMENTAL METHOD. A survey of methods used in experimental and clinical psychology with special reference to research in motivation, learning and personality. Prerequisite, 209. Three hours. *Miss Pierce.*

224 (2). SCHOOLS AND SYSTEMS OF PSYCHOLOGY. Historical and critical survey of schools and systems. Special emphasis on current movements in behaviorism, gestalt psychology, and theories of personality. Prerequisite, 101 or 103. Three hours. *Miss Heidbreder.*

301 (1). HISTORY OF EXPERIMENTAL PSYCHOLOGY. A study of psychological trends—their inception, growth, and bearing upon modern psychology. Open to juniors and seniors who have completed or are taking two grade II courses in psychology. Three hours. *Mr. Zigler.*

303 (1). EXPERIMENTAL PROBLEMS IN PSYCHOLOGY. An experimental-project course in which each student investigates a special problem under the direction of an instructor. Open to graduate students and to juniors and seniors who have shown in 209 an aptitude for laboratory work. Six periods of laboratory a week, including one or two with instructor. Three hours. *Members of the Staff.*

308 (2). EXPERIMENTAL PROBLEMS IN PSYCHOLOGY. An experimental-project course which may be taken either as a continuation of 303 or as a substitute for it. Open to graduate students and to juniors and seniors who have shown in 209 an aptitude for laboratory work. Six periods of laboratory a week, including one or two with instructor. Three hours. *Members of the Staff.*

309 (1). ABNORMAL PSYCHOLOGY. The psychology of abnormal people studied in such a way as to throw light on the psychology of normal people. A study of symptoms and their significance, of various kinds of neurotic and psychotic behavior, and of the principal theories and interpretations of such behavior. Open to juniors and seniors who have completed 101 or 103 and have completed, or are taking, at least six hours of work above grade I in one of the following: psychology, sociology, zoölogy and physiology. Also open to seniors by permission of the instructor. Three hours. *Miss Heidbreder.*

310 (1). SOCIAL PSYCHOLOGY. An analysis of social acts in social settings. The effects of culture on personality. The individual's adjustment to class, race, and sex rôles. Group membership and interaction. Open to juniors and seniors who have completed 101 or 103 and have completed, or are taking, at least six hours of work above grade I in psychology or sociology. Also open to seniors by permission of the instructor. Three hours. *Mrs. Alper.*

313 (1). PSYCHOLOGICAL TESTING. Individual differences in intelligence and personality. Review of methods by which psychologists have studied these differences; survey and evaluation of their findings. Examination of selected tests. Some practice in testing. Open to juniors and seniors who have completed 209. Three hours. *Mrs. Mallory.*

314 (2). PSYCHOLOGICAL TESTS AND MEASUREMENT. ADVANCED COURSE. Principles of psychological measurement. Interpretation of test results. Special study of tests used in clinical, vocational and

educational fields. Open to students who have completed 313. Three hours. *Mrs. Mallory.*

320 (2). Readings in Current Psychology. Methods of approach to current problems in the fields of personality, clinical and social psychology. Readings in periodical literature, discussion, and reports from professional persons actively engaged in research. Open to graduate students, to seniors who are taking 24 hours in psychology, and, by permission, to seniors who are taking 18 hours. Three hours. *Mrs. Alper.*

323 (2). Seminar. Personality as Studied by Projective Techniques and Related Methods. An introduction to current methods of studying personal drives and adjustment, with special emphasis on projective tests and related techniques. Open by permission to graduate students, to senior majors, and to specially qualified non-majors. Three hours. *Mrs. Mallory.*

325 (2). Seminar. The Psychology of Thinking. Selected topics in the psychology of thinking. Open by permission to graduate students and senior majors. Three hours. *Miss Heidbreder.*

326 (2). Seminar. Selected Topics in Experimental and Applied Psychology. Current problems in experimental and applied psychology. Prerequisite, same as for 325. Three hours. *Mr. Zigler.*

350. Research or Independent Study. Open to graduate students and seniors by permission. Two to three hours for a semester or two to six for a year.

Directions for Election

A major in psychology must include 209. Courses 303, 308, and 350 may not be included in a minimum major of 24 hours.

Courses supplementary to a psychology major may include courses in philosophy, economics, education, mathematics, political science, sociology, physics, physiology, and zoölogy.

A reading knowledge of French and German is desirable for undergraduates, and is required of students in most graduate schools.

RUSSIAN

Associate Professor: Waclaw Jedrzejewicz

100. Elementary Course. Open to all students. Six hours. *Mr. Jedrzejewicz.*

200. Intermediate Course. Prerequisite, 100. Six hours. *Mr. Jedrzejewicz.*

201. Russian Literature in Translation. Russian literature of

the nineteenth and twentieth centuries, with chief emphasis upon the great writers of the nineteenth century. Some comparative study of the works of selected Polish, Czech, and Serb writers. Open to juniors and seniors. Six hours. *Mr. Jedrzejewicz.*

300 (1), (2). INDIVIDUAL STUDY. Advanced language exercises and reading suited to the needs of the student. Open by permission to students who have completed 200. Three or six hours. *Mr. Jedrzejewicz.*

DIRECTIONS FOR ELECTION

The College does not offer a major in Russian language and literature.

Course 201 may be elected to fulfill the literature requirement in group I. Students registering for this course should read during the preceding summer the following novels: Dostoyevsky's *Crime and Punishment* and Tolstoi's *War and Peace.*

SOCIOLOGY AND ANTHROPOLOGY

Professor: LELAND HAMILTON JENKS, PH.D. (Chairman)
Associate Professor: BARTLETT HICKS STOODLEY, PH.D.
Assistant Professors: MARY ELLEN GOODMAN, PH.D.
RALPH SPIELMAN, M.A.
Instructors: ROSE LAUB COSER, M.A.
ALEXANDER PAUL HARE, PH.D.

102 (1), (2). INTRODUCTORY SOCIOLOGY. An introduction to the sociological way of looking at society. Contemporary social situations in terms of culture patterns, social structure, and social relations. Open to all undergraduates. Sections for freshmen are planned. Three hours. *Mr. Stoodley, Mrs. Goodman, Mr. Spielman, Mrs. Coser, Mr. Hare.*

103 (2). AMERICAN CULTURE. A sociological analysis of the dominant themes and of rural-urban and regional variations in American culture in the light of community studies. Prerequisite, 102. Three hours. *Mr. Stoodley, Mr. Spielman, Mrs. Coser, Mr. Hare.*

104 (2). GENERAL ANTHROPOLOGY. An introduction to man's place in nature, his physical history and physical varieties; the nature of culture; some major phases in the growth and spread of cultures; the relation between culture and personality. Open to all undergraduates who have completed 102 and, by permission, to others. Three hours. *Mrs. Goodman.*

201 (1). COMMUNITY ORGANIZATION. An analysis of the structure and organization of the modern American community. Attention to eco-

logical processes, demographic changes, local institutions, and community problems and programs. Selected field projects. Open only to sophomores who have taken 102 and 103. Three hours. *Mr. Spielman.* (Not offered in 1952–53.)

202 (1). The Human Group. Analysis of social interaction in small informal groups with emphasis upon modes of inquiry and the place of primary association in social life and personality formation. Study of informal work groups, families, play groups, cliques, and gangs. Students will be given an opportunity to employ methods of small group observation in individual projects. Open to sophomores, juniors, and seniors who have taken six hours in sociology. Three hours. *Mr. Hare.*

203 (2). Anthropology of Underdeveloped Areas. Survey of the contemporary societies and cultures of Asia and Africa. Close study of particular Asian and African peoples (for example: Tibetans, Nigerians). Consideration of the practical problems facing these people in adjusting to changing world conditions and increasing contact with outsiders. Relevance of the U. S. Point Four program and of U. N. Technical Assistance. Prerequisite, 104 or 206. Three hours. *Mrs. Goodman.*

204 (2). Social Systems in Latin America. Factors and processes in the development of society and culture in selected Latin-American countries. Emphasis upon population, standards of living, land and labor systems, class and occupational structure, rural-urban variations, and dominant culture themes. Open to sophomores, juniors, and seniors who have completed one year's work in sociology. Three hours. *Mr. Jenks.*

205 (2). Group Organization. The structure and function of large-scale organizations. The study of bureaucracy, problems of leadership, power, and morale. Individual research projects on the operation of particular formal structures. Open to juniors and seniors who have completed either one year in sociology or Economics 210, and to sophomores who have completed nine hours in sociology. Three hours. *Mr. Spielman.*

206 (1). Applied Anthropology. The use of anthropological theory and techniques in study of such contemporary social problems as the administration of dependent peoples, military governments, and other situations involving directed cultural change. Open to sophomores, juniors, and seniors who have completed one course in sociology. Three hours. *Mrs. Goodman.*

207 (1). The Structure of Chinese Society. An analysis of the

structure of the family, the market area, and the empire, with emphasis upon factors and processes in current change. Open to sophomores, juniors, and seniors who have completed one year's work in sociology. Three hours. —— ——. (Not offered in 1952–53.)

208 (2). SOCIAL WELFARE. The organization, technical development, and professionalization of social work. Its functions in the community. Field study of social agencies. Open to sophomores, juniors, and seniors who have completed one year's work in sociology. Three hours. *Mr. Hare.*

209 (1). THE NEGRO IN THE UNITED STATES. A survey of the salient characteristics of American Negroes, of their changing geographical distribution, and of the significant social and cultural facts and processes which condition the lives of Negroes in the contemporary United States. Field work on selected problems. Open to juniors and seniors who have completed 103 or any course of grade II in sociology. Three hours. *Mrs. Goodman.*

211 (1), (2). INTRODUCTION TO SOCIAL AND ECONOMIC STATISTICS. For description and prerequisites, see Economics 211. This course, although it may be included in the major, is not to be counted among grade II prerequisites for later election.

302 (1). SOCIAL AND CULTURAL CHANGE. Theories of social change such as those of Kroeber, Sorokin, Marx, Toynbee, and Spengler. Processes of change in human behavior, culture, and social structure in historical perspective. Open to seniors who have completed 102 and also twelve hours of work to be chosen from the fields of economics, sociology, history, and political science. Three hours. *Mrs. Coser.*

305 (1). THE SOCIOLOGY OF OCCUPATIONS. Occupational roles in various types of societies. Occupation and social stratification. Changing social requirements and motivations for business, professional and white-collar roles. Open to juniors and seniors who have completed 205 or 208. Three hours. *Mr. Jenks.*

307 (2). ETHNIC GROUPS IN THE UNITED STATES. A study of the culture, institutions, and social relations of ethnic groups and their integration in the American community. An analysis of the personality patterning and life history of upwardly mobile ethnic types. Open to juniors and seniors who have completed 103 or any course of grade II in sociology. Three hours. —— ——. (Not offered in 1952–53.)

308 (2). MODERN LABOR RELATIONS. For description and prerequisites, see Economics 308.

312 (2). PUBLIC OPINION AND MASS MEDIA OF COMMUNICATION. A

sociological analysis of the structure, control, and effect upon public opinion of certain mass media of communication such as motion pictures and the radio. Emphasis on the techniques of research in this field. Research projects will be developed. Open to juniors and seniors who have completed any course of grade II in sociology. Three hours. *Mr. Stoodley.*

315 (1). Seminar in Sociology. Related individual research topics. Problems of method and approach in sociology. Open to seniors majoring in sociology. Three hours. (Not offered in 1952–53.)

316 (1). History of Social and Political Thought. Outstanding trends of thought from the Greeks to modern times, as reflected in the writings of such social and political philosophers as Plato, Aristotle, Augustine, Machiavelli, Locke, and Rousseau. Open to juniors and seniors who have completed or are taking nine hours in sociology, or Political Science 100 and a grade II course in political science, sociology, history, economics, or philosophy. Three hours. *Mr. Jenks.*

319 (2). Modern Sociological Theory. Assumptions relevant to current sociological theory. Development of sociology as a field. Examination of the systematic theories of such sociologists as Marx, Durkheim, Max Weber, and Parsons. Open to seniors who have completed six hours of grade II in sociology, or 316. Three hours. *Mr. Jenks.*

320 (1). Population Problems. Socio-economic problems arising out of the increase, the distribution, and the movement of population. Principles, goals, and techniques for a population policy with special reference to the United States. Open to juniors and seniors who have completed 102 and any course of grade II in either economics or sociology. Three hours. *Mr. Spielman.*

322 (2). The Family. A study of American family structure and the historical, social, and individual influences operating to change this structure. Emphasis placed on the demands of the family institution upon the individual and the expectations of the individual with reference to the family. Material from other societies used to set the American family in sociological perspective. Open to juniors who have completed a grade II course in sociology, and to seniors who have completed any course in the department. Three hours. *Mrs. Coser.*

323 (1). Criminology. Crime and the social structure. Prison culture and the prison community. Field study of agencies dealing with criminals. Open to seniors who have taken nine hours in sociology or who have taken or are taking Psychology 309. Three hours. *Mr. Stoodley.*

350 (1), (2). RESEARCH OR INDEPENDENT STUDY. Open to juniors and seniors by permission. Three or six hours.

DIRECTIONS FOR ELECTION

All members of the staff are prepared to confer with students with respect to sequences of courses in sociology and closely related fields. The department will approve minimum majors where supported by a strong concentration of closely related courses. Majors are advised to take two of the following courses or course sequences: Economics 101, Political Science 100, Psychology 101 and 207, as well as work for distribution, early in their programs. All majors should include at least one cross-cultural course, such as one in anthropology, and at least one course in theory.

SPANISH

Professors: JORGE GUILLÉN, DOCTOR EN LETRAS, CATEDRÁTICO DE UNIVERSIDAD.
ADA MAY COE, M.A. (Chairman).
Associate Professors: ANITA OYARZÁBAL,[2] M.A.
JUSTINA RUIZ-DE-CONDE,[1] LIC. EN DERECHO, PH.D.
Assistant Professor: LUCINDA MOLES, PH.D.
Instructor: MANUELA SÁNCHEZ ESCAMILLA, M.ED.
Lecturer: CAROL MARY ROEHM, B.A.

All courses of the department are conducted in Spanish; oral expression is stressed.

Attention is called to the opportunities for residence in the Spanish Corridor of Wellesley College, and for study in the summer school of Middlebury College. Qualified students may also take advantage of the Junior Year in Spain.

101. ELEMENTARY COURSE. (*a*) Grammar, reading, composition, dictation, practical conversation on everyday life, short lectures in Spanish. Four class periods and five hours of preparation a week. (*b*) The subject matter is the same as in (*a*). The teaching method stresses the intensive oral approach (mimicry-memorizing). Five class periods and four hours of preparation a week. Open to students who do not present Spanish for admission. Students electing this course should indicate choice of (*a*) or (*b*). Six hours. *Miss Coe, Miss Roehm, Miss Moles.*

102. ASPECTS OF SPANISH AND SPANISH AMERICAN LIFE. The object of the course is two-fold: linguistic and cultural. Grammar, reading

[1] Absent on leave.
[2] Absent on leave for the first semester.

from modern authors with emphasis on vocabulary building for oral and written expression. Three class periods and one group conference. Prerequisite, two units in Spanish for admission or 101. Six hours. *Miss Moles, Miss Escamilla.*

104. PROSE AND POETRY OF THE NINETEENTH CENTURY. A study of the literary trends of this period and of some outstanding works. Constant practice is given in the written and spoken language. Prerequisite, three units in Spanish for admission or, on recommendation of the department, 101. Six hours. *Miss Escamilla.*

203 (2). COMPOSITION. Emphasis on the acquisition of a large working vocabulary. Prerequisite, 102, 104, or three hours of grade II. Three hours. *Miss Oyarzábal.*

204. CONTEMPORARY SPANISH LITERATURE. First semester, novel and poetry; second semester, drama and essay. Prerequisite, 102 or 104. Six hours. By permission either semester may be counted as a semester course. *Miss Oyarzábal, Miss Moles.*

205 (2). SPANISH CIVILIZATION. A course designed to trace the national ideals and traits of character in order to develop an appreciation and understanding of Spain's present-day problems. Prerequisite, 104 or by permission 102. Three hours. *Mr. Guillén.*

206. MAIN CURRENTS OF SPANISH LITERATURE. Themes and forms which have characterized Spanish literature studied in their general development. Correlation of history and literature. First semester: the Middle Ages to the seventeenth century. Second semester: eighteenth, nineteenth, and twentieth centuries. Prerequisite, 104, and, by permission, 102. Six hours. *Mr. Guillén.*

207 (1). THE CIVILIZATION OF MEXICO. A presentation of Mexican civilization: the literature of the country, the other arts, together with the economic and sociological factors which have produced in Mexico a blend of Spanish and Indian institutions and ideology. Special attention to the contemporary period. Prerequisite, 104 or by permission 102. Three hours. *Miss Coe.*

208 (2). CONVERSATION. Intensive practice in the spoken language to gain fluency, to improve pronunciation and intonation, and to build a practical vocabulary. Class discussions based on various aspects of life in Spanish-speaking countries. Prerequisite, 102 or 104. Three hours. *Miss Oyarzábal.*

209. POETS OF SPAIN. Analysis and interpretation of the works of major Spanish poets. Prerequisite, 104 or, by permission, 102. Six hours. *Mr. Guillén.* (Not given in 1952–53.)

301 (2). DRAMA OF THE SEVENTEENTH CENTURY. The characteristics of the Spanish drama of the Golden Age. Analysis of Spain's ideals of this period as revealed in the drama. Representative masterpieces of the great dramatists: Lope de Vega, Castro, Alarcón, Tirso de Molina, Calderón. Open to juniors and seniors who have completed six hours of grade II, three of which should be in literature. Three hours. *Miss Coe.*

302 (1). CERVANTES. Study of Cervantes and his work, representing the culmination of the novel in Spain and the opening of a new era in the history of the European novel. Reading of *Novelas Ejemplares;* analysis and discussion of *Don Quijote.* Open to juniors and seniors who have completed six hours of grade II, three of which should be in literature. Three hours. *Mr. Guillén.*

303. SEMINAR. SPANISH LITERATURE FROM 1100 TO 1500. Study of *El Cantar de Mio Cid, El Libro de buen amor, La Celestina.* Open to graduates and to approved seniors who have completed at least one course of grade III and to majors in Medieval Studies. Six hours. *Miss Coe.* (Not given in 1952–53.)

304. SEMINAR. SPANISH POETRY. A study of the principal movements and outstanding poets. Open to graduates and approved seniors who have completed at least one course of grade III. Six hours. *Mr. Guillén.*

305. THE SPANISH NOVEL OF THE GOLDEN AGE. The development of the Spanish novel in the sixteenth and seventeenth centuries in its different types and tendencies. Open to graduates and approved seniors who have completed 302. Six hours. *Mr. Guillén, Miss Oyarzábal.* (Not given in 1952–53.)

306. MODERN SPANISH AMERICAN LITERATURE. Reading and discussion of representative works in prose and poetry with a special study of the main literary currents, their historical background and their relation to the problems of the present day. Open to juniors and seniors who have completed Spanish 206, or 204 and 207, or by special permission. Six hours. *Mr. Guillén.*

310 (1). COMPOSITION. Advanced composition based on the reading of articles from current newspapers and magazines. Prerequisite, six hours of Grade II. Three hours. *Miss Coe.*

350. RESEARCH OR INDEPENDENT STUDY. Open, by permission, to graduates and to approved seniors and juniors who have completed one full grade III course in Spanish and are taking another full grade III course. Three hours for a semester or six for a year.

DIRECTIONS FOR ELECTION

To fulfill the literature requirement in group I, students may elect courses 104, 204, 206, and grade III courses (except 310).

Course 101 counts for the degree but does not count toward a major.

Students majoring in Spanish are required to take courses 206, 301, and 302, and six additional hours of grade III work in literature.

RELATED COURSES SUGGESTED FOR ELECTION

Art 100, 215, 216; English 102, 104, 107, 210, 212, 218, 219, 221, 222, 230; French 200, 212, 213, 301, 305; Geography 208, 303, 304; German 104, 202, 208; Greek 203; History 101, 102, 200, 202, 214, 217; Italian 103, 202; Latin 105; Philosophy 214; Political Science 207, 208; Sociology 204.

SPEECH

Associate Professors: CÉCILE DE BANKE (Chairman)
JEANNETTE BARRY LANE, PH.B.
Assistant Professor: VIRGINIA ROGERS MILLER, M.A.

Theater Workshop

Director: NORMAN ASHTON, M.F.A.
Designer and Technical Director: DOROTHY BARBARA TROUPIN, B.A.

Certain limitations are placed upon the hours in this department. Not more than 12 hours of grade II work may be counted within the minimum number of hours for the B.A. degree, and three to six hours of grade I work, with no duplication permitted at the grade I level. Students may elect for credit either 101 or 102 and 12 hours of grade II work.

All freshmen and transfer students are required to attend an individual conference at which a diagnostic test and an analysis of the student's speech and voice will be made. For those who would benefit by instruction, the most helpful course or courses will be suggested. For those who have voice or speech difficulties, individual or small group conferences will be arranged, where the cause and correction of these difficulties will be discussed and individual remedial practice assigned. A second test will determine whether the student: (a) has fulfilled her degree requirement in speech; (b) should continue the conferences; (c) should be advised to elect a fundamentals course in speech; or (d) may elect advanced courses without prerequisites.

SPEECH CONFERENCE. One hour weekly as long as the instructor considers necessary. No credit. *Mrs. Miller.*

101. FUNDAMENTALS OF SPEECH. Study of physiological processes in voice production and of the phonetic bases of spoken English as they apply to public address, oral interpretation of poetry and drama, and

radio. Open to all undergraduates. Six hours. *Miss de Banke, Mrs. Miller.*

102 (1), (2). VOICE AND SPEECH TECHNIQUES. Study of vocal and phonetic techniques requisite for the speech arts. Open to all undergraduates. Not open to students who have completed 101. Three hours. *Miss Lane.*

201. ORAL INTERPRETATION OF MODERN DRAMA. Presentation of selected scenes illustrating the more important trends from Ibsen's day to the present. Emphasis on character delineation. Development, by laboratory method, of fundamental acting techniques. Open to sophomores, juniors, and seniors who have had one course in the department or adequate preparation elsewhere. Six hours. *Miss Lane.*

202 (2). PRINCIPLES AND PRACTICE IN PUBLIC ADDRESS. Emphasis on briefing, outlining, speech making, round table and panel discussion, debate, and open forum. Open to students who have completed one course in the department, and, by permission, to sophomores, juniors, and seniors. Three hours. *Mrs. Miller.*

203.* THEATER WORKSHOP. Theoretical and practical study of the art of the theater. Presentation of one-act plays in the workshop. Open, by permission of the instructor, to sophomores, juniors, and seniors, who have completed one course in the department or to those who have an adequate background in speech, drama, and art. Six hours. *Director, Mr. Ashton; Assistant, Miss Troupin.*

205. ORAL INTERPRETATION OF SHAKESPEAREAN DRAMA. Approach to the study of the plays of Shakespeare through dramatic presentation, with special regard to the contemporary background of the Elizabethan repertory theater. Open by permission of the instructor to sophomores, juniors, and seniors who have completed one course in the department, or have had adequate preparation elsewhere, or are taking or have completed English 309. Six hours. Either semester may be counted as a semester course. *Miss de Banke.*

206 (1). PHONETICS. A study of the speech sounds in English, with some consideration of their variations in American speech. Emphasis on the use of the International Phonetics Alphabet in stage speech and speech re-education. Open to sophomores, juniors, and seniors who have taken one course in the department, or by permission of the instructor to foreign students. Three hours. *Mrs. Miller.*

* A special fee of $15.00 is charged for Speech 203. Loans from the Malvina Bennett Fund for this fee are available for a limited number of students. The chairman of the department should be consulted.

ZOÖLOGY AND PHYSIOLOGY

Professors: HARRIET CUTLER WATERMAN, PH.D.
GLADYS KATHRYN MCCOSH, PH.D.
EVA ELIZABETH JONES, PH.D. (Chairman)
MARY LELLAH AUSTIN, PH.D.
Associate Professors: LOUISE PALMER WILSON, PH.D.
ADA ROBERTA HALL, PH.D.
Assistant Professor: VIRGINIA MAYO FISKE, PH.D.
Instructor: ELIZABETH NORFLEET KING, M.A.
Assistants: JOAN LOUISE LOWRY, B.A.
MARGRETT JEAN MOULTON, B.A.
LILLIAN JEANNE WOODWARD, B.A.
ELLEN LORRAINE CURLEY, B.A.
MARGARET ANN HEWES, B.A.
Secretary and Custodian: KATHLEEN MILLICENT LEAVITT

Lecturer: MARGARET ELLIOTT HOUCK, M.S.
CURATOR OF THE MUSEUM

101. THE BIOLOGY OF ANIMALS. This course furnishes the basis for an intelligent understanding of animal life and of the place of man in the world of living things. Cells are studied as units of structure and to give an understanding of the mechanism of heredity. The study of a series of forms of increasing complexity, culminating in a vertebrate, develops a conception of what an animal is and suggests evolutionary sequences. Lectures and discussions on evidences and factors of evolution and on heredity. Open to all undergraduates, but may not be elected after 102 or 103. Six periods a week, in general two of lecture and discussion, and four of laboratory. Six hours. *Miss McCosh, Miss Austin, Miss King.*

102. PRINCIPLES OF ZOÖLOGY. A course designed for students who already have some scientific knowledge of animal life. A study of invertebrate and vertebrate animals serves as a basis for the consideration of important biological principles and for an appreciation of man's place in nature. In the second semester, special emphasis on evolution and heredity. Students who have offered for admission a course in biology which was largely on animals and which included careful dissection of several forms by the individual students should apply to the Dean of Freshmen for permission to take this course. Six periods a week, in general two of lecture and discussion, and four of laboratory. Six hours. *Mrs. Fiske, Miss King.*

103. AN INTRODUCTORY COURSE IN BIOLOGY. For description and prerequisites, see Interdepartmental Courses 103.

202 (1), (2). BASIC VERTEBRATE ANATOMY. The fundamental morphology of vertebrates, illustrated by some laboratory studies of the

dogfish and a thorough dissection of the cat. Open to juniors and seniors without prerequisite, and to other students who have completed 101, 102, or 103. Not to be elected by premedical students or five-year hygiene students. Six periods a week, in general two of lecture and discussion, and four of laboratory. Three hours. *Miss Waterman.*

203. COMPARATIVE VERTEBRATE ANATOMY. The comparative morphology of vertebrates, with emphasis on evolutionary changes leading from the structures of primitive fishes to those of the human body. Laboratory work includes thorough dissection of dogfish, necturus, and cat. Open to juniors and seniors without prerequisite, and to other students who have completed 101, 102, or 103. Five-year hygiene students electing this course must also take 301. Six periods a week, in general two of lecture and discussion, and four of laboratory. Six hours. *Miss Waterman.*

204 (1). INTRODUCTORY ANIMAL ECOLOGY. Animals in their natural surroundings. Their behavior, life histories, relationship to their environment and to each other. Economic and medical significance of ecological knowledge. Field studies of animal communities in nearby ponds, meadows, and woodlands. Open to students who have taken 101, 102, or 103, and to juniors and seniors without prerequisite. Six periods a week, in general two of lecture and discussion, and four in the field or laboratory. Three hours. *Miss McCosh.*

205 (2). ADVANCED ANIMAL ECOLOGY. A continuation of 204. Community succession and development, factors affecting populations of animals, migration, animal territories, conservation of wildlife, distribution and balance in nature. Special consideration of social insects, birds, and mammals. Open to students who have taken 204 and to others by permission. Six periods a week, in general two of lecture and discussion, and four in the field or laboratory. Three hours. *Miss McCosh.*

301 (1). MAMMALIAN ANATOMY (HYGIENE 301). The gross anatomy of bones and muscles. Required of graduate students in the Department of Hygiene and Physical Education if not presented for admission; also of juniors who are registered as five-year hygiene students. If counted as part of a major in zoölogy, 301 should be preceded by 101 or 102. Three periods a week, in general one of lecture and discussion, and two of laboratory. Two hours. *Miss Waterman.*

302. PHYSIOLOGY (HYGIENE 302). For description, see 308. Open to students who offer as prerequisite one year of chemistry. Required of graduate students in the Department of Hygiene and Physical Education if not presented for admission; also required of students

registered for the five-year hygiene course, either in the junior or senior year. Open to others by permission. If counted as part of a major in zoölogy, 302 should be preceded by 101, 102, or 103. Six periods a week, in general two of lecture and discussion, and four of laboratory. Six hours. *Miss Hall.*

303 (1). Histology and Histological Technique. A study of the microscopic structure of the tissues and organs of mammals. Emphasis on the relation of structure and function. Some training in the preparation of tissues for microscopical study. Open to juniors and seniors who have completed or are taking 202, 203 or 204 or 308. Six periods a week, in general one of lecture and discussion, and five of laboratory. Three hours. *Miss Jones.*

304 (2). Embryology. The development of an individual from its origin as a fertilized egg through the time of formation of the principal organs and systems. Laboratory work chiefly on a study of chick and pig embryos. Open to juniors and seniors who have completed or are taking 202, 203 or 204 or 308. Six periods a week, in general two of lecture and discussion, and four of laboratory. Three hours. *Miss Jones.*

305 (2). Development of Modern Zoölogy. A study of the evolution of modern zoölogy from its early beginnings in representative periods of the past. Problems in several present-day fields of investigation will be used to illustrate certain trends in modern biological research. Open to students completing a 24-hour major in zoölogy, and to others with the approval of the department. Three hours. *Miss Austin.*

306 (1). Genetics. The principles of heredity, based on the cytological and genetical evidence found in animals; the application of these principles to human inheritance. The class work is supplemented by a few breeding tests with Drosophila. Open to students completing a 24-hour major in zoölogy, and to others with the approval of the department. Three hours. *Miss Austin.*

308. Physiology. The course gives a fundamental knowledge of general physiological processes. Simple physical and chemical studies of living matter. Observations of more complex physiological processes—nutrition, circulation, respiration, excretion, nerve-muscle response, reproduction, endocrine activities. Open to students who offer as prerequisites Zoölogy 101 or 102 or 103, and Chemistry 101 or 103; or to students who in addition to fulfilling the chemistry requirement have completed or are taking Zoölogy 202, 203 or 204. Open by permission without prerequisite to students majoring in chemistry if laboratory space permits. Chemistry 301 is recommended as a parallel

course. Six periods a week, in general two of lecture and discussion, and four of laboratory. Six hours. *Mrs. Wilson.*

310 (2). ADVANCED HISTOLOGY. A continuation of the study of organs not included in 303. Various aspects of histological research are considered in a series of reports on original papers. Individual problems afford practice in special methods of technique. Open to juniors and seniors who have completed 303. Six periods a week, in general one of lecture or discussion and five of laboratory. Three hours. *Miss Jones.*

312 (2)†. PHYSIOLOGY OF NUTRITION. A study of the foods necessary for the normal functioning of the body and the physiological processes by means of which they are utilized for growth, repair, and energy release. Normal and faulty nutrition compared by feeding experiments with animals. Prerequisite, or corequisite, 308 or 302. Chemistry 301 is not required as a prerequisite but is recommended. Six periods a week, in general two of lecture and discussion, and four of laboratory. Three hours. *Miss Hall.*

313 (2). MAMMALIAN ANATOMY (HYGIENE 313). The digestive, respiratory, excretory, reproductive, circulatory, and nervous systems. Required of graduate students in the Department of Hygiene and Physical Education if not presented for admission; also of juniors who are registered as five-year hygiene students with the exception of those students who have already completed 203. If counted as part of a major in zoölogy, 313 should be preceded by 101 or 102 and 301. Three periods a week, in general one of lecture and discussion, and two of laboratory. Two hours. *Miss Waterman.*

316 (2)†. PHYSIOLOGY OF THE ENDOCRINE GLANDS. The chemical control of the animal organism through the secretions of the endocrine glands. Individual problems. Prerequisite or corequisite, 308 or 302. Six periods a week, in general two of lecture and discussion, and four of laboratory. Three hours. *Miss Hall.* (Not offered in 1952–53.)

350. RESEARCH OR INDEPENDENT STUDY. Open to graduate students and, by permission, to seniors and juniors. Three hours for a semester or six hours for a year. The amount of work contemplated must be indicated at the time of handing in electives.

DIRECTIONS FOR ELECTION

A knowledge of chemistry is required of all students taking work in physiology and is desirable for all students majoring in the department. A reading knowledge of French and German is desirable for

† Offered in alternate years.

undergraduates, and is required, ordinarily, of students in graduate schools.

Students majoring in the department may under certain conditions obtain permission from the chemistry department to take Chemistry 301 after having taken 101.

The department will admit properly qualified freshmen and sophomores to Zoölogy 203 or 204 without examination but by special permission after consultation with the chairman of the department.

Exceptionally well prepared students are advised to consider this possibility instead of electing a grade I course.

SCHOLARSHIP

In the Marine Biological Laboratory at Woods Hole (or in a biological field station approved by the student's major department), a scholarship is open to undergraduates. Students should consult the Chairman of the Department before February 15.

EXEMPTION EXAMINATION

The department will offer an examination for exemption from zoölogy as a distribution requirement to any student who offers for admission a year course, taken in either the junior or senior year and carried at a grade of B (85) or more, and who presents an acceptable laboratory notebook when applying for the examination.

INTERDEPARTMENTAL HONORS PROGRAM

INTERNATIONAL RELATIONS

The purpose of this program is to facilitate the study of international relations for those honors students who wish to follow a more comprehensive program in this field of study than can be accomplished by majoring in any one department.

The field of concentration shall consist of 54 hours as follows:

36 hours in courses listed below.

18 hours of related courses, of which at least 6 shall be 350 work.

Required courses (36 hours): Economics 101, Introductory Economics; Economics 314 (2), International Economic Relations; Geography 208 (1), (2), The Geography of Europe; History 102, Modern European History, *or* History 200, History of Europe from the Decline of Rome to the Present Time; History 305, Diplomatic History of Europe since 1789, *or* History 307, American Foreign Relations; Political Science 100, Introduction to Political Science (either semester); Political Science 208, International Politics; Political Science 301 (1), International Law.

If permitted by a department, a student may meet any of the above requirements by an exemption examination.

The honors committee may require of individual students a reading knowledge of one language in addition to that required for graduation.

A regional emphasis may be given to this program by the selection, within the 18 hours of related work, of courses dealing with a particular region.

In the spring when members of the sophomore class are choosing their major subjects, a student who is interested in the honors program in International Relations should consult the chairman of the program. If she is found to be eligible for admission, she will receive an invitation from the Curriculum Committee to undertake the work on a trial basis. In the spring of her junior year, her case will be reviewed and if she has maintained suitable standards in her work she will be enrolled as a candidate for honors in International Relations.

Students interested in this program should consult Associate Professor Eiselen of the Department of Geology and Geography.

INTERDEPARTMENTAL MAJORS

CLASSICAL ARCHEOLOGY

This program gives opportunity for a study of classical civilization through its art, literature, and history, with emphasis on either the Greek or Roman period.

The field of concentration of 42 hours should normally be selected as indicated from the following groups:

History (6 hours): 302, Civilization of Greece; 303, Civilization of Rome.

Art (12 to 15 hours): 100, Introductory Course; 201 (1), Greek Sculpture; 209 (2), Art of the Roman Empire; 301 (2), Seminar, Studies in Ancient Art; 350.

Language and Literature (18 to 21 hours): All courses in Greek and Latin except those in which the reading is entirely in English. The candidate, according to her special interest, should elect 18 hours in *either* Greek *or* Latin and must in addition give evidence of a working knowledge of the second language.

Independent Study (3 to 6 hours): A 350 course correlating work in art and literature.

Open by permission. Students interested in this program should consult Assistant Professor Thimme of the Department of Art.

LATIN AMERICAN STUDIES

The purpose of this program is to provide an opportunity for a comprehensive study of language, culture, national development, and international relations in Latin America.

Required courses (27 hours): Geography 304 (1), Geography of South America; Geography 303 (2), Geography of Middle America; History 214 (1), Rise of the Latin American Republics; Political Science 207 (2), Government and Politics of Latin America; Sociology 204 (2), Social Systems in Latin America; Spanish 207 (1), The Civilization of Mexico, 203 (1), Composition, or 208 (2), Conversation, and 306, Modern Spanish American Literature.

Related work (18 hours) including courses or 350 work in language, culture, economics, and international relations as approved by the Committee on Latin American Studies.

For students concentrating in Latin American Studies, the prerequisites will be waived for all the required courses except for Sociology 204 and for Spanish 306. For Spanish 306 these students may offer as a prerequisite 6 hours of literature (Spanish, English, American, or another foreign literature).

Open by permission. Students interested in this program should consult Associate Professor Evans of the Department of Political Science.

MEDIEVAL STUDIES

The purpose of this program is to provide a broader understanding of the formative period of European culture than can be gained within a single department.

The field of concentration shall consist of 42 hours divided as follows:

Required courses (30 hours): History 101, Medieval and Early Modern Europe; History 309, Medieval Culture from St. Augustine to Dante; Latin 106, Medieval Latin; Philosophy 101, Introduction to Classical Philosophy; Philosophy 202, Aristotle; Philosophy 323, Medieval Philosophy; and an integrating seminar (3 hours). A student may substitute for Latin 106 six hours of a medieval language and literature, such as French 321, Italian 301, Spanish 303, or English 220.

Supplementary work (12 hours) such as related courses in art, Biblical history, or literature.

Programs of students who intend to enter a graduate school should include at least 18 hours in one department, whether these hours are part of the medieval major or not.

Open by permission. Students interested in this program should consult Associate Professor Goodfellow of the Department of Latin.

NATURAL RESOURCES AND CONSERVATION

The program is designed to give an understanding of the biological and geological processes which, together, have produced the world's natural resources, and to form a background for intelligent interest in the preservation and use of these resources.

The field of concentration shall consist of 48 hours, prescribed as follows:

Six hours from each of the following groups:

a. Interdepartmental 103, An Introductory Course in Biology; Botany 101, General Botany; Zoölogy 101, The Biology of Animals; Zoölogy 102, Principles of Zoölogy.

b. Geology 101, General Geology; Geology 101 (1) and Geography 102 (2), Introductory Geography.

c. Economics 101, Introductory Economics; Political Science 100, Introduction to Political Science; Political Science 201 (1), Public Administration.

d. Botany 202 (1), (2), Plant Biology; Botany 203 (1), Field Botany; Botany 204 (2), Basic Horticulture; Botany 207 (1), Plant Resources.

e. Geology 204 (1), Geomorphology; Geology 202 (1), Mineralogy (must be followed by 316 (2), Economic Geology); Geology 206 (2), Regional Geology of North America; Geography 208 (1), (2), The Geography of Europe; Geography 209 (1), (2), The Geography of the United States, Canada, and Alaska.

f. Zoölogy 204 (1), Introductory Animal Ecology; Zoölogy 205 (2), Advanced Animal Ecology.

g. Botany 306, Physiology; Botany 303 (2) or Zoölogy 306 (1), Genetics; Geology 316 (2), Economic Geology; any other grade III Geography course.

h. Geography 306 (1), Conservation of Natural Resources; an integrating seminar.

One of the following related courses is also recommended:

Interdepartmental 106, An Introductory Course in Physical Science; Chemistry 101, Elementary Chemistry; Chemistry 103, General Chemistry and Qualitative Analysis.

Open by permission. Students interested in this program should consult Professor McCosh of the Department of Zoölogy and Physiology.

EXPENSES

The annual fee for tuition, board, and room is $1850. The College reserves the right to revise the fee at the end of any semester should conditions make it necessary.

Checks should be made payable to Wellesley College and sent to the Assistant Treasurer, Wellesley College, Wellesley 81, Massachusetts.

Payment must be made before the student can take her place in the classroom. The parent or guardian responsible for payment of a student's fee is obligated to pay for the entire semester, whether the standard plan or the alternative plan (see below) is elected. No reduction or refund of the fee will be made because of absence, illness, dismissal, or for any other reason.

For Undergraduates Resident in College Houses:

Standard Plan:

July 10 (for freshmen, June 6) . . . . . $ 50

Deposit to reserve a place in college for the ensuing year. Failure to make this deposit forfeits a student's enrollment for the year. No part of a scholarship or loan awarded by Wellesley College and ordinarily no part of a grant from the Wellesley Students' Aid Society may be applied on this payment. *The deposit is not refundable.*

September (at the opening of college) $900

February (at the beginning of the second semester) $900

Alternative Plan:

July 10 (see requirement under Standard Plan) . . . . . $ 50

First semester: four installments, in September, November, December, January, each $226 . . . . . $904

Second semester: four installments, in February, March, April, May, each $226 . . . . . $904

For Other Students:

Graduate students should consult the *Graduate Bulletin;* undergraduates wishing information concerning non-resident fees should write the Assistant Treasurer.

SPECIAL FEES

1. Application fee.

An application fee of $10 is required from all candidates for admission and all former students who apply for readmission. No application will be recorded until the fee has been received. If the application is cancelled for any reason, either by the candidate or by the College, the fee is forfeited to the College. A student who postpones entrance until the year following the one for which she first applied may transfer her application fee.

2. Music fees.

Fees for instruction in instrumental and vocal music are given on page 113.

3. Infirmary fees.

No charge is made for consultation with the resident physicians of the College or for treatment in the Clinic. Moreover, the privileges of the infirmary, when prescribed by the Resident Physician, are open to resident students without charge for a period not exceeding seven days, provided no extra service is required. An infirmary fee of $7.00 a day is charged for periods exceeding seven days. Charges for extra services will be determined by the amount required.

No student may receive a diploma until a satisfactory settlement of all her college fees has been made.

OTHER EXPENSES

1. Health and accident insurance.

Arrangements for a group student health and accident insurance policy are made by the College with a reputable insurance company. The College allowance of seven free days in the infirmary per year, together with the benefits of the group student health and accident insurance, should meet the greater part of the necessary medical expenses ordinarily incurred at the College. Details in regard to this insurance will be mailed with first semester bills by the Assistant Treasurer, who will be glad to answer questions about it. This insurance is strongly recommended to students, but is not a requirement.

2. Books, supplies, subscriptions, etc.

A student should plan on an annual expenditure of $40 to $75 for books, supplies, and subscriptions, and at least $100 for incidentals and recreation.

3. Room furnishings.

Student rooms are supplied with the essential articles of furniture. Students are expected to furnish bed linen, blankets, towels, and couch covers. A small table, a comfortable chair, and rugs are permissible additions. Students may also bring radios, record players, clocks, and additional reading lamps upon the payment of $1.00 a year for each piece of electrical equipment.

A student who leaves personal possessions in the house does so at her own risk. Articles remaining unclaimed after notice by the Director of Residence or after a student has left college, either by withdrawal or graduation, will be disposed of by the College.

ACADEMIC AWARDS

Distinction and promise in academic work are recognized by the award of Freshman Honors and by election as Durant and Wellesley Scholars and to membership in Phi Beta Kappa and Sigma Xi. These awards are made without consideration of a student's financial need. Sophomores receive Freshman Honors on the basis of their academic records during their freshman year; juniors and seniors are named as Durant Scholars for highest academic achievement and as Wellesley Scholars for high scholastic standing.

SCHOLARSHIPS

Scholarships are not awarded as prizes; they are reserved for students who not only show academic ability and promise of good college citizenship but also require financial assistance to meet the expenses of a Wellesley education. Last year nearly $260,000 was assigned to undergraduates from endowed funds of the College, from gifts made to the College for scholarships, and from funds of Wellesley Students' Aid Society. In addition, 38 per cent of the students earned some money for incidental expenses by obtaining work through the Placement Office.

How Scholarship Awards are Made:

Candidates are admitted to the freshmen class without reference to whether or not they have applied for scholarship assistance; then, after the entering class has been selected, the Faculty Committee on Scholarships assigns the funds at its disposal for freshmen. Applicants for admission who have sufficient financial resources for the first year but who expect to need assistance in later years should send this information to the Dean of Students, who is Chairman of the Faculty Committee on Scholarships. This information has no bearing on a candidate's chances for admission. It is used solely to assist the Scholarship Committee in making plans for carrying each class through college. Students who indicate in advance that they will require financial aid after their freshman year will be given consideration for scholarship assistance ahead of students who know but do not state before entering that their resources will be limited.

Applications from candidates for admission must be made to the Dean of Students before February 1 of the year of admission. Application blanks and more detailed information about scholarships may be secured from the Dean of Students, Wellesley College, Wellesley 81, Massachusetts.

Scholarship applications from students in college should be filed with the Dean of Students on forms obtained from her office. Instruc-

tions concerning these applications will be posted shortly before the Christmas vacation.

NAMED SCHOLARSHIPS:

Wellesley College is a member of the Seven College Conference, which has established National Honor Scholarships for Women. These scholarships may be competed for by students from the three following regions: *Middle West*, Kansas, Missouri, Nebraska; *South*, Arizona, Louisiana, New Mexico, Oklahoma, Texas; *West*, California, Oregon, Washington. Information about these scholarships may be obtained by writing to the Board of Admission, Wellesley College, Wellesley 81, Massachusetts, which will also be glad to advise candidates when the field representative of the Seven College Conference plans to be in their area.

Fifteen scholarships carrying stipends of from $600 to $1400 are awarded each year in memory of Ellen Fitz Pendleton, who was President of Wellesley from 1911 to 1936. Eight of the Pendleton Scholarships are granted on a regional basis: one in New England, one in the Middle Atlantic States, two in the South, two in the Central States, and two in the Far West. The remaining seven are open to students from all parts of the country.

More than 200 other scholarships for undergraduates bear the name of the donor or of a person he wished to honor. These named scholarships, together with the general scholarship funds of the College, which are distributed among many students, now amount to about $3,600,000. The income is assigned annually, and each fall the holders of scholarships are advised of the names of the persons whose generosity has made possible their scholarships.

COOPERATIVE WORK SCHOLARSHIPS:

Some students are also granted cooperative work scholarships which enable them to earn about $100 a year toward their fee by working for three or four hours a week in the Library, in various academic departments, or in their dormitories. Students are selected to hold the scholarships in the Library or departments on the basis of their proficiency in the work of the department and their personal integrity; those awarded cooperative scholarships in dormitories are chosen because of the promise they have shown of being responsible members of the household. In general, these scholarships constitute a part of a larger award.

LOANS:

Students may also apply for loans to help defray their college ex-

penses. Detailed information about these loans, on which no interest is charged until payments upon them are due two years after a student has left college, may be obtained from the Dean of Students.

The Wellesley Students' Aid Society:

Established by Mrs. Henry Fowle Durant, the wife of Wellesley's founder, at a time when the College had no scholarship funds, the Society has always helped to keep the opportunities of Wellesley open to students of moderate means. Nowadays the Society works in close collaboration with the Scholarship Committee of the College to supplement the regular college scholarships with gifts and loans. In addition, it renders personal assistance to students through loans of books and gifts of clothes and small amounts of money for incidental expenses and emergencies.

Opportunities for Employment:

One of the functions of the Placement Office is to assist undergraduates who wish to earn money toward their college expenses. Caring for children provides the largest number of job opportunities, especially for freshmen. Depending upon a student's skills, clerical work and other kinds of employment are also available. While the Placement Office makes every effort to obtain places for those who wish to work, it cautions students against depending upon this source for any considerable income during the academic year. And because new students should devote their time and energy to academic matters and to adjustment to college life, freshmen are advised not to undertake any employment until the second semester. The Placement Office gives very effective service in assisting students to obtain positions during the vacations; many scholarship recipients are thus enabled to earn most of the money needed for their personal expenses.

SUMMARY OF STUDENTS

Candidates for the B.A. degree		1,673
Seniors	351	
Juniors	395	
Sophomores	465	
Freshmen	462	
Candidates for the M.A. degree		24
Candidates for the M.S. degree and the Teaching Certificate in Hygiene and Physical Education		21
Non-candidates for degrees		8
Total registration October, 1952		1,726
Juniors abroad		10

Geographical Distribution of Students by Home Address

Alabama	3	Vermont	6
Arizona	3	Virginia	35
Arkansas	2	Washington	7
California	36	West Virginia	8
Colorado	10	Wisconsin	22
Connecticut	125	Wyoming	1
Delaware	11		
District of Columbia	22	Canal Zone	1
Florida	15	Hawaii	7
Georgia	12	Puerto Rico	2
Idaho	1		
Illinois	73	Argentina	3
Indiana	21	Austria	2
Iowa	4	Bahama Islands	2
Kansas	6	Bermuda	1
Kentucky	16	Canada	7
Louisiana	4	China	1
Maine	28	Colombia	1
Maryland	25	Cuba	3
Massachusetts	263	Ecuador	1
Michigan	32	England	1
Minnesota	17	France	2
Mississippi	1	Germany	2
Missouri	26	Greece	3
Nebraska	4	Guatemala	1
New Hampshire	22	India	1
New Jersey	144	Jamaica	1
New Mexico	1	Japan	2
New York	380	Netherlands	1
North Carolina	6	Netherlands West Indies	1
Ohio	92	Norway	1
Oklahoma	11	Philippine Islands	2
Oregon	4	Spain	1
Pennsylvania	112	Thailand	1
Rhode Island	28	Turkey	1
South Carolina	3	Venezuela	1
Tennessee	12	Viet Nam	1
Texas	18	*Total Students*	*1726*

ACQUAINTANCESHIP CHAIRMEN OF WELLESLEY CLUBS AND ALUMNAE REPRESENTATIVES

ARIZONA
Phoenix, Mrs. William A. Spence, 4419 Biltmore Drive
Tucson, Mrs. Robert E. Heineman, 20 Calle Conquista

CALIFORNIA
Central, Mrs. Robert G. Hall III, Box 945, Route 1, Redwood City
San Diego, Mrs. Richard C. Jacobs, 4939 Garfield Avenue, La Mesa
Southern, Mrs. Richard M. Hammerman, 9933 Robbins Drive, Beverly Hills
Foothill, Miss Elizabeth Connor, 526 La Loma Road, Pasadena
Santa Barbara, Mrs. John J. Rogers, 3541 East Valley Road

CANADA
Montreal, Mrs. John W. Stewart, 31 Easton Avenue
Toronto, Mrs. Donald G. Pyle, 43 Lawrence Crescent

COLORADO
Boulder, Mrs. Howard H. Heuston, 840 Eleventh Street
Colorado Springs, Mrs. Franklin J. Tillman, 1234 Meade Street
Denver, Mrs. Fred Carleton, 6015 East Seventeenth Avenue

CONNECTICUT
Eastern, Mrs. Donald C. Lathrop, Prospect Avenue, Niantic
Fairfield Villages, Mrs. Richard P. Bodine, Dogwood Drive, Bridgeport
Hartford, Mrs. Edward W. Hastings, 64 Ridgewood Road, West Hartford
New Haven, Mrs. Robert S. Oliver, 83 Rogers Road, Hamden
Southern, Mrs. Andrew W. Smith, Jr., North Maple Avenue, Greenwich
Waterbury, Mrs. Harold W. Brown, 587 North Church Street, Naugatuck

DELAWARE
Mrs. A. Judson Wells, 2004 Woodlawn Avenue, Wilmington

DISTRICT OF COLUMBIA
Washington, Mrs. Edward B. Dawson, 3322 Newark Street, N. W.

FLORIDA
Miami, Miss Susan Smith, 108 Fourth Terrace, Miami Beach
Orlando, Mrs. Lindsay Magoun, El Cortez Apartments, Winter Park
St. Petersburg, Mrs. William C. Scott, 1190 Eighth Street North

FRANCE
Mrs. S. Denys Felkin, 149 Boulevard Haussmann, Paris 8e

GEORGIA
Atlanta, Miss Callie O. Huger, 95 Valley Road, N. W.

GERMANY
Dr. Trude Gunther, Exchanges Division HICOG, APO 807, % Postmaster, New York

HAWAII
Honolulu, Mrs. Roland Low, 3907 Lanipoko Place

ILLINOIS
Champaign-Urbana, Mrs. John F. Bell, 605 Delaware Avenue, Urbana
Chicago, Mrs. Don H. McLucas, 256 Kenilworth Avenue, Kenilworth
Peoria, Mrs. Reid T. Milner, 140 Cole Court
Springfield, Mrs. Robert Saner, Virginia Lane

ILLINOIS-IOWA
Tri-City, Mrs. Arthur J. Hinckley, 48 Woodley Road, Rock Island

INDIANA
Bloomington, Mrs. Henry Veatch, Jr., 606 South Park Avenue
Evansville, Mrs. Jack Stone, 201 Fernwood Drive
Fort Wayne, Miss Marian Bash, 2920 Hoagland
Indianapolis, Mrs. William H. Krieg, 5751 Wildwood Avenue
Terre Haute, Mrs. C. E. Ehrenhardt, 12 Potomac Avenue
West Lafayette, Mrs. Robert P. Siskind, 321 Forest Hill Drive

IOWA
Mrs. Martin J. Ulmer, 2019 Friley Road, Ames

JAPAN
Mrs. Ralph E. Phillips, ESS GHQ SCAP, APO 500, San Francisco

KANSAS
Wichita, Mrs. Charles Wilson Black, 1008 North Pershing

KENTUCKY
Louisville, Mrs. William J. Goodwin, Warrior Road, Indian Hills

LOUISIANA
New Orleans, Mrs. Arthur C. Seavey, 3000 Calhoun Street

MAINE
Eastern, Mrs. John P. Vose, 39 Harthorn Avenue, Bangor
Western, Mrs. Roger L. Creighton, 61 Hersey Street, Portland

MARYLAND
Baltimore, Mrs. W. Drummond Eaton, 315 Broxton Road

MASSACHUSETTS
Berkshire, Mrs. William E. Bagg, Jr., 63 Harding Street, Pittsfield
Boston, Mrs. E. Parker Hayden, 116 Warren Street, Brookline
Cape Cod, Mrs. John Holmes, Box 60Q, R. F. D. 1, Falmouth
Fitchburg, Mrs. Harold T. Lyons, Sterling
Haverhill, Miss Helen Thorndike, 4 Mount Vernon Street
Lowell, Miss Hannah Estelle Moors, 104 Moore Street
Middlesex, Mrs. Francis P. Wilcox, Jr., 680 Grove Street, Framingham Centre
North Shore, Mrs. Gerry Keene, 106 Tedesco Street, Marblehead
Southeastern, Mrs. B. Lincoln Wales, Jr., 14 Chestnut Street, South Dartmouth
South Shore, Mrs. David B. Dunlap, 21 Irving Street, Hingham
Springfield, Mrs. Thomas C. Byron, 85 Mill Road, Longmeadow
Winchester, Mrs. Parker Heath, 8 Fernway
Worcester, Miss Mary C. O'Leary, 33 May Street

MICHIGAN
Detroit, Mrs. Henry Kohring, 305 Touraine Road, Grosse Pointe Farms
Grand Rapids, Mrs. George Moritz, 3121 Hathaway Drive, S. E.
Southwestern, Mrs. Albert B. Hodgman, 1601 Grand Ave., Kalamazoo

MINNESOTA
Duluth, Mrs. George R. Stevenson, 3010 Branch Street
Minneapolis-St. Paul, Mrs. John R. Lenox, Jr., 4605 Drexel Avenue, Minneapolis

MISSOURI
Kansas City, The Misses Joanna and Jeanne Mitchell, 5527 East Mission Drive
St. Louis, Mrs. W. Murray Kenney, 4716 Clifton Avenue

NEBRASKA
Omaha, Mrs. Robert D. Schrock, 5202 Chicago Street

NEW HAMPSHIRE
Mrs. Thomas E. O'Neill, 273 Main Street, Nashua

NEW JERSEY
Central Jersey, Mrs. Paul D. Stafford, 45 Cleveland Lane, Princeton
Northern, Mrs. George D. Jones, 10 Colony Drive, North Caldwell

NEW MEXICO
Mrs. Thomas E. Ahern, Jr., 800 Ridgecrest Drive, Albuquerque

NEW YORK
Albany, Miss Florence E. Drake, 317 Loudonville Road
Brooklyn, Mrs. Morris T. Koven, 135 Eastern Parkway
Broome County, Mrs. Frederick V. Marsi, 6 Euclid Avenue, Binghamton
Buffalo, Mrs. William Rieth, 447 Richmond Avenue
Elmira, Mrs. Harold A. Jerry, Jr., 438 West Clinton Street
Ithaca, Mrs. Louis M. Massey, Klinewood Road
Mid-Hudson, Mrs. Blanche C. Lightowler, Fairview School, Fishkill
Nassau, Mrs. Edwin D. Fowle, 34 Central Drive, Plandome
New York City, Mrs. Robert N. West, 520 East 86th Street
Queens, Mrs. C. Kingdom Doscher, 85–36 168th Street
Rochester, Mrs. Frederick W. Haines, 1393 Clover Street
Schenectady, Miss Polly Putnam, 1103 Lexington Avenue
Syracuse, Mrs. Richard Langdon, South Manlius Road, Fayetteville
Troy, Mrs. Carl Grimm, 2 Alder Avenue
Utica, Mrs. Warren V. Waterbury, 20 Clyme Place, Whitesboro
Westchester, Mrs. Robert W. Saudek, 81 Tanglewylde Avenue, Bronxville

NORTH CAROLINA
Asheville, Mrs. Stephen J. Miller, 91 North Griffing Boulevard
Tryon, Miss Genevieve Washburn

OHIO
Akron, Mrs. Paul A. Frank, Jr., 334 Kimberly Road
Cincinnati, Mrs. Morse Johnson, 9 Far Hills Drive
Cleveland, Mrs. Herbert C. Neal, 2229 McCauley Road, Shaker Heights
Columbus, Mrs. John R. Denise, 1794 Roxbury Road
Dayton, Mrs. Zachary Abuza, 1326 Amherst Place
Toledo, Miss Ellen Brumback, 4404 Miner Road, Ottawa Hills
Youngstown, Miss Mary Elizabeth Craver, 2027 Felecia Avenue

OKLAHOMA
Tulsa, Mrs. Howard Feldmann, 2525 South Sandusky

OREGON
Portland, Mrs. Lawrence A. Pierce, 1620 S. E. Waverley Drive

PENNSYLVANIA
Lehigh Valley, Mrs. Luther G. McConnell, 115 Langhorne Avenue, Bethlehem
North Central, Miss Mary Louise Taylor, 1022 Woodmont Avenue, Williamsport
Philadelphia, Mrs. Robert C. Eddy, 501 Twin Oaks Drive, Wynnewood
Pittsburgh, Mrs. Charles W. Taintor II, 7050 Meade Place
Scranton, Mrs. Walter L. Schlager, 1610 Jefferson Avenue
Southeastern, Miss Charlotte Hitchcock, 400 Elm Terrace, York
Wilkes-Barre, Miss Esther R. Trethaway, 39 W. North Street

PUERTO RICO
Mrs. Weldon B. Manwaring, P. O. Box 3232, San Juan

RHODE ISLAND
Mrs. E. Swan Ladd, Adams Point Road, Barrington

TENNESSEE
Chattanooga, Mrs. J. Frank McElwee, Jr., Peter Pan Road, Lookout Mountain
Memphis, Mrs. Duane M. Carr, 2870 Arawata Lane
Nashville, Mrs. Richard D. Walker, Jr., Hood's Hill Road

TEXAS
Austin, Mrs. Will R. Wilson, Jr., 2201 Stamford Lane
Dallas-Ft. Worth, Mrs. Samuel Ellsberry, Jr., 4625 North Versailles
Houston, Mrs. George F. Neff, 1724 Albans Street
San Antonio, Mrs. Thomas E. Pawel, 857 Rittman Road

UTAH
Mrs. Chauncey P. Overfield, 88 Virginia Street, Salt Lake City

VERMONT
Mrs. Carlton E. Douglas, Box 244, Manchester Center

VIRGINIA
Charlottesville, Miss Rosemary Lonergan, St. Anne's School
Richmond, Miss Hilda Lewis, 309 Tuckahoe Apartments
Tidewater, Mrs. Robert D. Everhart, 1357 West Ocean View Avenue, Norfolk

WASHINGTON
Western, Mrs. Richard D. Roselle, 5748 34th Avenue, N. E., Seattle

WEST VIRGINIA
Southern, Mrs. C. Judson Pearson, 304 MacQueen Boulevard, St. Albans
Wheeling, Mrs. Edward S. Phillips, Washington Farms, R. F. D. 1

WISCONSIN
Madison, Mrs. William H. Scrivner, 2101 Jefferson Street
Milwaukee, Mrs. Robert A. Chadwick, Jr., Box 41, Nashotah

INDEX

	PAGE
Administrative Officers	14
Admission:	
Advanced Standing	30
Freshman Class	27
Graduate Students	31
Alumnæ Acquaintanceship Chairmen	151
Anthropology	128
Archæology	142
Architecture	44, 46
Art	43
Astronomy	48
Bacteriology	53, 55
Biblical History	49
Biology	137
Botany	52
Buildings	24
Calendar	4
Certificates in Hygiene and Physical Education	98
Chemistry	57
College Entrance Examination Board	29
Committees of Faculty	18
Degrees:	
B.A. Requirements for	33
M.A. Requirements for	42
Dormitories	25
Economics	61
Education	65
English	68
Enrollment	150
Examinations:	
Admission	28
Expenses	145
Faculty	6
Fees	145
French	75
Geography	83
Geology	81
German	85
Graduate Instruction	30, 42
Greek	88
Health Insurance	146
Hebrew	49, 51
Historical Sketch	20
History Courses	89
Honors	39
Honors, Interdepartmental	141
Hygiene and Physical Education	96
Interdepartmental Courses	103
Interdepartmental Honors	141
Italian	103
Journalism	70, 72
Latin	106
Latin American Studies	143
Law	122
Library	24
Mathematics	108
Medieval Studies	143
Music	110
Fees	113
Natural Resources	144
Philosophy	114
Physical Education	96
Physics	117
Physiology	137
Placement Office	149
Political Science	120
Pre-Professional Courses	41
Psychology	124
Readmission	31
Russian	127
Scholarships	147
Sociology	128
Spanish	132
Speech	135
Sports	96
Students' Aid Society	149
Theatre Workshop	135
Trustees, Board of	5
Tuition	145
Withdrawal	37
Zoölogy	137

FORMS OF BEQUEST

I give to Wellesley College, a Massachusetts corporation, free and clear of all inheritance taxes, the sum of.....dollars.

I give to Wellesley College, a Massachusetts corporation, free and clear of all inheritance taxes, the sum of.....dollars, to be called the.....Endowment Fund, the income only to be used for the payment of teachers' salaries.

I give to Wellesley College, a Massachusetts corporation, free and clear of all inheritance taxes, the sum of.....dollars, to be called the.....Scholarship Fund, the income only to be used in aid of deserving students.

If the bequest is residuary, it should read:

"All the rest, residue and remainder of my real and personal estate, I devise and bequeath to Wellesley College, a Massachusetts corporation," etc.